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School and *de*

Community

What Makes A Good Teacher?
Teaching in the Divided City
A Modified Posture Program

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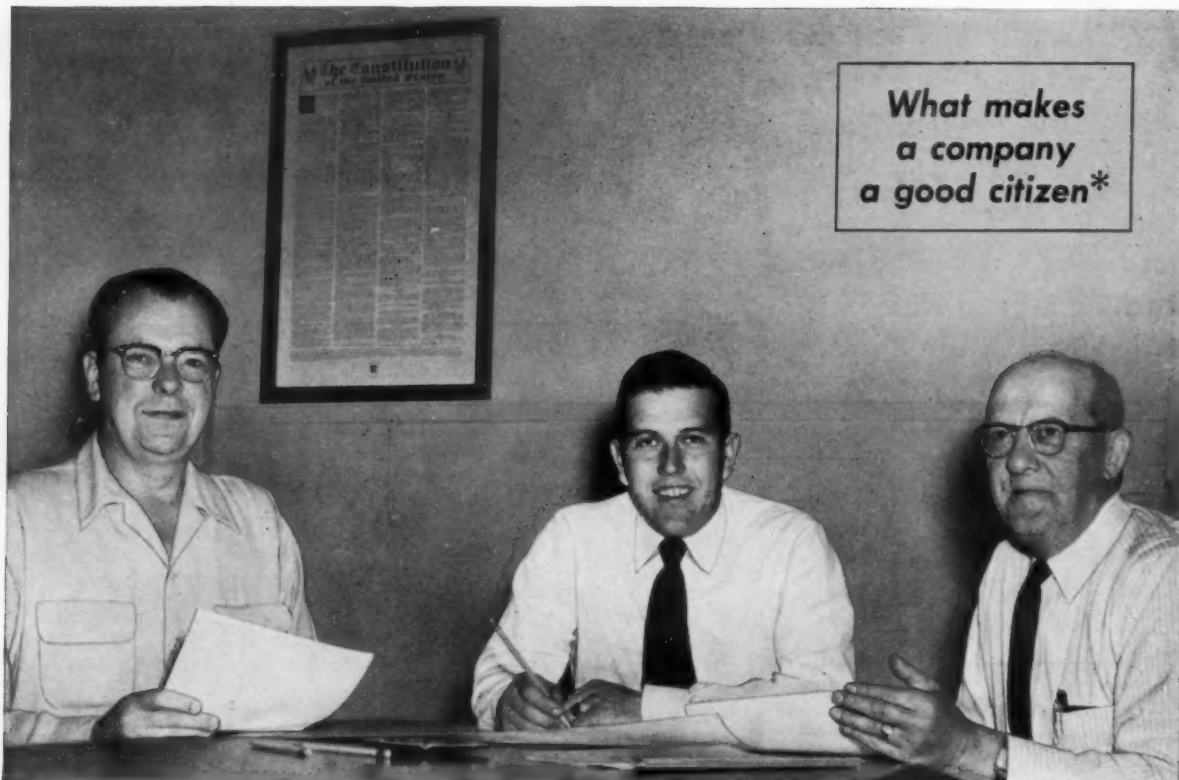
OCTOBER 1957



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**What makes
a company
a good citizen***

City business of Harbor Springs, Michigan, is under discussion. The city officials pictured above are (l. to r.) City Manager A. C. Wager, Donald

D. Jardine, mayor pro tem., who also is a Standard Oil dealer, and R. J. Hilderbrant, city clerk.

The mayor leads a double life!

Donald D. Jardine of Harbor Springs, Michigan, has led a constructive "double life" for years. He has served as a Boy Scout leader, as a special policeman for civil defense or other emergency, as an officer of a community improvement association and as a member of the Harbor Springs City Council. Today, as mayor pro tem., he devotes every hour that can be spared from his family and his business to conscientious conduct of Harbor Springs' affairs.

And, during the same years, Donald Jardine has been building a successful business. Five years ago he borrowed the money to acquire his own independent business, a Standard Oil service station. Now, his debt repaid, he has one of the finest and most successful service stations in this part of the country. He found something he liked, and he found success by staying with it!

Donald Jardine is one of many Standard dealers throughout Mid-America who lead "double lives," lives of service to the motoring public and to their communities.

We're proud of the fact that thousands of Standard's own employees, too, give freely of their time and talent to civic and human welfare activities. All over this part of the country you'll find our agents, chemists, salesmen, engineers, accountants, refinery people and others active in church, school, 4-H, FFA, Boy Scout, and other jobs done by good citizens.

* What makes a company a good citizen?

Responsible companies, like responsible people, contribute to the security, the economic health, and the general well-being of the communities in which they live and work.



Clayton A. Johnson, second from left, is shown presiding at a meeting of the school board in Bancroft, Michigan. President of the board, he also is active in other community affairs. He believes it is his duty as a citizen to serve in community projects. Mr. Johnson is a Standard Oil agent.



Richard L. Browne, in white helmet, is chief of the volunteer fire department in St. Charles, Michigan. He has served as a volunteer for ten years and has been chief for three years. Why? Because he likes to serve the people of his community both on and off the job. He is a Standard Oil dealer.

STANDARD OIL COMPANY

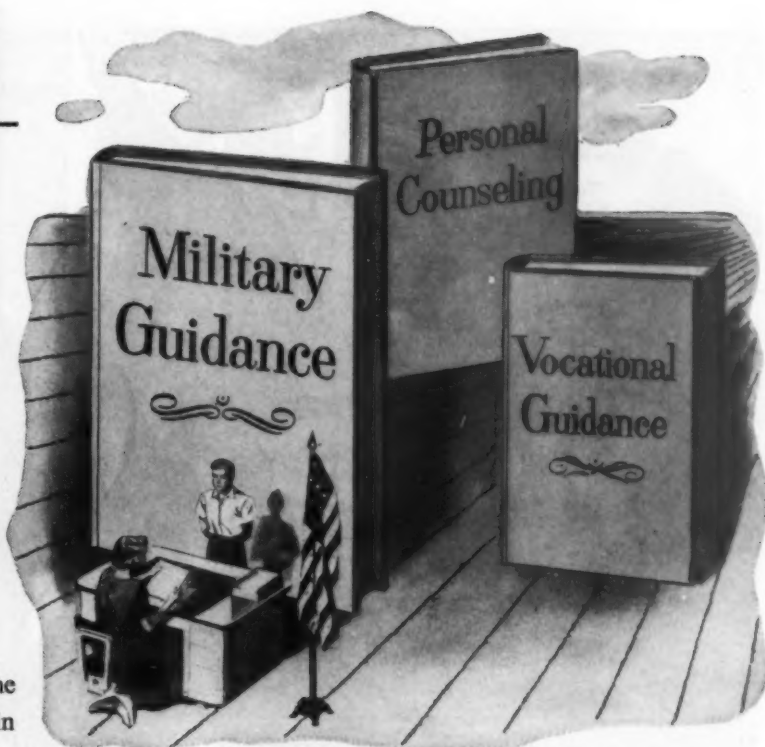


TEACHERS:

Are you meeting the student need for military guidance?

TODAY, more than ever, the thought of military service is paramount in the minds of your students. Faced with a bewildering array of facts and conflicting alternatives, these young men often need expert help in reaching a service decision that is compatible with their own future plans. For this reason, leading American educators regard an informed program of military guidance as indispensable to the modern counseling job.

In supporting such a program at your high school, you will be benefiting both your students and your country. To help you with this added obligation the United States Army offers the following aids:



- 1 Assistance in the formulation of a Military Orientation Program.** If your high school does not yet have a military guidance program, contact the Army Representatives at the Army Recruiting Station in your area. They will be happy to show you how such programs have operated at other schools.
- 2 Film for showing to Students or School Community Groups.** "Prepare Through Education" (16-minute film which portrays problems of high school youths about to enter service and advice given them by their counselors) may be obtained free of charge by contacting your nearest Army Recruiting Station or by writing to:

The Adjutant General, Department of the Army,
Washington 25, D. C. Attn: AGSN-P
- 3 A complete library of Guidance Materials.** The Army offers a wide range of informational literature to aid in your military counseling. These include reference works for teachers and booklets for parents, as well as materials for the students themselves. To obtain this literature telephone your local Army Recruiting Station or fill out the coupon below.

FILL OUT COUPON

STM-10-57

THE ADJUTANT GENERAL
Department of the Army
Washington 25, D. C.
Attn: AGSN-P

Please send me the booklets I have checked. I understand that I also can obtain additional booklets for my students by writing to the above address or contacting my local Army Recruiting Station.

☐ Military Guidance in Secondary Schools—(Teacher military orientation reference booklet)

☐ Army Occupations and You—(Teacher reference booklet on Army occupations)

☐ Reserved For You—(Student booklet describing Army job training opportunities)

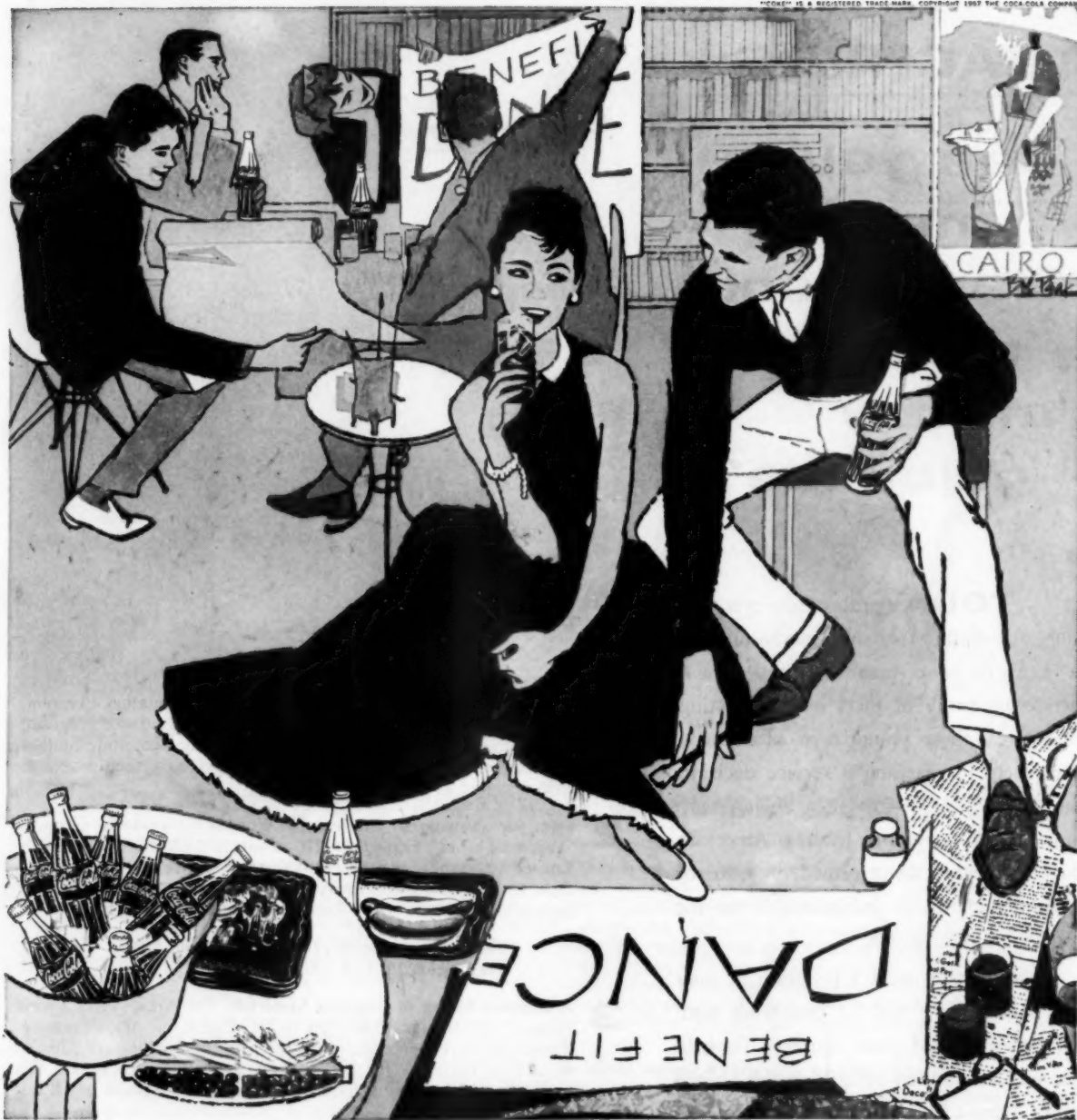
☐ Helping Youth Face the Facts of Military Life—(Teacher pamphlet on the need for military orientation)

☐ This . . . Is How It Is—(Student booklet describing Army life)

☐ Pathway to Maturity—(Parent booklet describing the psychological benefits of Army service)

NAME _____ ADDRESS _____

CITY _____ STATE _____ HIGH SCHOOL _____ POSITION _____



When all signs point to fun,
Good Taste points straight to Coke...

There's no mistake about it, whatever the occasion, there's just no substitute for the good taste of Coca-Cola. To refresh yourself for work or fun . . . to refresh your taste for snacks or meals . . . your own good taste feels the satisfaction of always having Coca-Cola in the house, ready to enjoy, ice-cold.

SIGN OF GOOD TASTE



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INKS FRANKLIN, EDITOR • EVERETT KEITH, EXECUTIVE SEC'Y • VOL. XLIV, NO. 2



THE COVER

Gerald Massie of the Missouri Resources Division caught a young man in the camera lens just after he had made his personal selection of a pumpkin preparatory to the traditional night of fun on Halloween. We hope all teachers suggest to their students the safe observance of this occasion.

Send all Contributions to the Editor

General Officers: Lynn Twitty, President, Sikeston; Mrs. Rosemary Baker, 1st V.-Pres., Springfield; Wayne Huddleston, 2nd V.-Pres., Tipton; Margaret McQuinn, 3rd V.-Pres., Kansas City; Everett Keith, Columbia, Sec.-Treas.; Inks Franklin, Columbia, Editor, School and Community and Asst. Sec.; Gordon Renfrow, Columbia, Director Field Service; Marvin Shamberger, Columbia, Director Research.

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offers . . .

Free Teaching Aids



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Visit Southwestern Bell's exhibit at the State Teachers Convention in Kiel Auditorium at St. Louis. You'll see firsthand some of the many valuable teaching aids available free from the telephone company.

There are interesting booklets, movies and lecture-demonstrations that can be adapted for a wide variety of classroom projects. You'll learn about the *Telezonia* and *Teletrainer* kits designed to help teach proper telephone technique in both elementary and secondary schools.

Make this exhibit a "must" in your visit to St. Louis. We're looking forward to seeing you.



NATO SHIELD

"NATO Shield of Freedom" is a publication of the American Council on NATO and was prepared with great attention to accuracy and timeliness. Its 15 well-illustrated pages, profuse with photographs, explain the origin, functions, value and future of NATO.

It may be obtained free from the American Council on NATO, Inc., 22 East 67th St., New York 21, New York.

SLIDEFILMS

The ninth annual edition of the "Educators Guide to Free Slidefilms" is a professional, cyclopedic service, on slidefilms (filmstrips) and slides.

This edition of 204 pages lists 674 titles, including 46 sets of slides.

Of the 674 titles, 131 are new. All new titles are starred. All told more than 40,000 separate frames or pictures, or miniature posters, from 91 different sources are brought to you.

Order from Educators Progress Service, Randolph, Wis. Price, \$5.00.

RESOURCE SHORTAGE

"Can a constantly accelerating rate of consumption of irreplaceable materials go on indefinitely?"

"Economic Problems of Natural Resource Use" discussing resource shortages is designed as a background book for teachers of any grade level or as a text for high school students.

The 64-page book is by William H. Stead, costs \$1.25. It may be obtained from the Joint Council on Economic Education, 2 West 46th St., New York 36, N. Y.

TAPE CATALOG

The National Tape Recording Catalog, second edition, contains information on 86 series composed of 1059 individual programs recorded on magnetic tape and available for re-recording for educational purposes at the rate of \$.50 for 15-minute programs and \$1.00 for 30-minute programs.

An alphabetical listing gives the type of program, age level suitability, content, producer and broadcast restrictions.

The catalog costs \$1.00 and may be ordered from the Department of Audio-Visual Instruction, NEA, 1201 16th St., N.W., Washington 6, D. C.

TWO FOR SAFETY

Two new safety films for young drivers are "Noontime Nonsense" and "Six Murderous Beliefs." The first encourages better driving by students in the vicinity of the school, and the second shows how incorrect assumptions and attitudes can kill.

Both films may be obtained in color or black and white, and may be purchased or rented. Color prints cost \$80, black and white \$40. Rental rates are \$10 and \$5 respectively.

Request them from Educational Films, National Safety Council, 425 North Michigan Avenue, Chicago 11, Ill.

AVIATION AIDS

A book of teaching aids on aviation education has been prepared by Illinois teachers and aviation specialists and published by the National Aviation Education Council.

The 92-page book contains resource units on nine different phases of aviation with bibliographies of resource material for each. "Science Teaching Aids" seeks to prepare students for a world in which aviation transportation is increasingly important. The book may be obtained from the National Aviation Education Council, 1025 Connecticut Ave., N. W., Washington 6, D. C. for \$.75 per copy.

TWO FOR COLLEGE

For students planning to attend college there are two new booklets costing \$.25 and \$.30 respectively. The first is "How to Visit Colleges," showing when to go, what to look for, the possibilities of scholarships and other practical considerations.

The second is "How to Create Your Career," explaining how to evaluate oneself and the job fields and discussing training, working conditions, earnings and advancement possibilities.

Both may be obtained from the National Vocational Guidance Association, 1534 "O" St., N.W., Washington 5, D. C.

DUES INCREASED TO \$36

The Saskatchewan Teachers Federation recently approved an increase in dues for association members.

Members will pay \$36 per year instead of \$24. The purpose of the change in dues is to provide a substantial contingency fund and to help make payments on the headquarters of the organization.

EAST PRAIRIE CTA ENROLLS 100%

The East Prairie community teachers association recently took action to enroll its members 100% in the Missouri State Teachers Association and the National Education Association.

Officers of the association for this year are: Ronald Compton, president; Bernice Nolen, vice-president; and Imogene Gullion, secretary-treasurer.

INDUSTRIAL ARTS CONFERENCE OCT. 11-12

Dr. Warren C. Lovinger, president, Central Missouri State College, will be one of the principal speakers at the Four-State Conference on Industrial Arts and Vocational Education to be held at the Kansas State Teachers College, Pittsburg, Kansas, Oct. 11-12.

Another major address will be delivered by Dr. John P. Walsh, Director of Trade and Industrial Education, U. S. Office of Education.

In addition a complete program of sectional meetings and commercial exhibits has been arranged.

SPEECH ASSOCIATION ELECTS TWO MISSOURIANS

Two Missourians were recently elected as officers of the Speech Association of America.

Dr. Loren D. Reid, professor of speech, University of Missouri, Columbia, is the new president of the national speech organization.

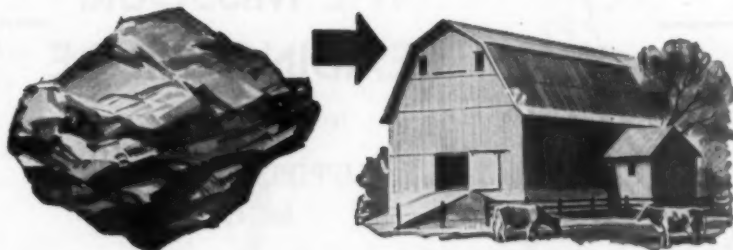
The other Missourian to be elected an officer is Professor Donald C. Bryant, department of English, Washington University, St. Louis, Mo., who is serving as editor of the "Quarterly Journal" for the Association.

ST. CLAIR DISTRICT ENLARGED

Nine rural districts were combined with the St. Clair Consolidated District of Franklin County by an election held last June 19, according to Marshall Jackson, St. Clair Superintendent of Schools.

The new reorganization which has a valuation of \$4,627,080 and a total enrollment of 1100 students has already underway a \$300,000 building project. According to Superintendent Jackson this will include 12 new classrooms, additional locker room, a kindergarten building and office space at the high school.

FROM ROCK TO ROOF



America's Railroads Make the Connections!

Zinc is a valued friend of other metals. As a coating or galvanizing material, it protects iron and steel from rust. Zinc added to copper forms the sturdy alloy, brass. Alloys containing zinc are used in thousands of products from buckles to battleships. From crude ore through many stages of processing, zinc travels from place to place with the help of dependable, economical railroad transportation.



Drills called "Drifting Jumbos" tunnel through layers of zinc ore. Railroads carry this crude ore to smelters where the pure zinc is extracted. A large mill can process 10,000 tons of ore a day.



Zinc concentrates are then loaded into railroad hopper cars and routed to mills where they are converted into slabs or sheets. The slab zinc is graded and shipped to many kinds of processing plants.



Galvanizing or zinc-coating is one of the largest uses for zinc. More than two million tons of galvanized sheets are produced each year — a large part of this output going to the roofing industry.



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WASHINGTON 6, D. C.



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THE MISSOURI READING CIRCLE

has adopted these

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By **VELMA ILSLEY**. Pictures by the author. Penelope was a nice little girl, but she would leave things around. One day she left her pink hat on the floor. . . . Pre-School and Grades 1-3. \$1.68

THE MYSTERY OF THE AUCTION TRUNK

By **ELIZABETH HONNESS**. Illustrated by Dorothy Bayley Morse. During a New Hampshire vacation some young people unearth an exciting mystery involving an old trunk and lost paintings. Grades 4-6. \$2.10

GHOST ROCK MYSTERY

By **MARY C. JANE**. Illustrated by Ray Abel. Three children spend an exciting summer at a tourist home in Maine where strange visitors and eerie hoofbeats keep them guessing. Grades 4-6. \$1.89

FLOOD FRIDAY

By **LOIS LENSKE**. Illustrated by the author. A realistic story of the 1955 Connecticut flood and how it affected the children. Grades 4-6. \$2.10

CAPTAIN JOHN SMITH'S PAGE

By **MARION NESBITT**. Illustrated by Douglas Gorsline. The founding of Jamestown 350 years ago, as seen through the eyes of ten-year-old Samuel Collier. Grades 3-5. \$2.10

FOREST RANGER

By **JOHN J. FLOHERTY**. The rigorous training, varied duties and hazardous adventures of the men who guard our timber from fire, disease, and crime. Illustrated. Grades 7-9. \$2.32

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MR. CHARLIE'S CAMPING TRIP

By **EDITH THACHER HURD**. Pictures by Clement Hurd. Mr. Charlie, who managed a gas station last year, now takes a jolly vacation in the mountains with Mrs. Charlie. Pre-School and Grades 1-3. \$1.68

STARS FOR CHRISTY

By **MABEL LEIGH HUNT**. Illustrated by Velma Ilsley. A warm family story of an eleven-year-old city girl who spends a holiday in the country and sees the stars as she never saw them before. Grades 4-6. \$2.10

WE LIVE BY THE RIVER

By **LOIS LENSKE**. Illustrated by the author. One of the Roundabout America books which introduces young readers to rural and city life in America. Grades 3-4. \$1.89

THE REAL THING

By **ROSAMOND DU JARDIN**. College makes Toby Heydon face significant decisions. Sister Midge has her problems, too. Grades 7-9. \$2.10

TRUE LOVE FOR JENNY

By **MEBANE HOLOMAN BURGWIN**. "A realistic though delicately handled examination of problems confronting many teen-age girls." —ALA Booklist. Grades 8-10. \$2.32

New Faculty Members

WESTRAN

Marvin Seidt, IA; Robert Williams, Sc and M; and Larry Thompson, Mu.

JAMESTOWN

Derry Brownfield, VA; David Goodwin, Mu; and Charles Harper, CS.

SCHELL CITY

Elementary: Eva Grace Parker, 2nd and 3rd; Elsie Thomas, 4th and 5th; Dorothy Felthoff, 5th and 6th; and Ralph D. Cruzen, 7th and 8th.

Highschool: Jewel C. Davis, Jr., coach, SS and PE; and Florence Edmondson, HE, E and Sc.

BRONAUGH

Clyde Fink, Mu; Tony Dubray, Jr., coach and SS; and Mrs. Opal Ellis, HE.

SWEET SPRINGS

Mrs. Price Loper, Mrs. John Deal, Robert Allen and William Foote.

HERMANN

Mrs. Alma Stone, 8th grade; and Mrs. Norma Perotka, 7th grade.

EAST PRAIRIE

Elementary: Carl Hutchison, elementary supervisor; Glenda Dye, Jack Tucker, Ellen Tucker, Betty Brock and Elizabeth Crowell.

Highschool: James Riggs, M; Don Elliott, SS and PE; Terry Rollins, VA; Nancy Bird, Mu; Derry Dye, SS; Jimmie Maddox, VHE; and Billy Davenport, Sc.

CARUTHERSVILLE

Elementary: B. T. Sheppard, principal; Mrs. Mary E. Carnell, Kate Handley, Delores June Carroll, Gladys Turner and Susan Hunter.

Highschool: Wayman Foster, Bill Arment, Marjorie Lasley, Howard G. Teeters, Lee Rood, Mrs. Lenore Muir, Mrs. Nola Merry, Mrs. M. B. Houston, Mrs. Margaret Williams, and G. K. Adair.

STANBERRY

Mrs. Joyce Smith, CS; Earl Cecil, PE and coach; Ray Belknap, Mu; Mrs. Mary Hyde, E and Spch; and Mrs. Elva Denham, 2nd grade.

JEFFERSON CITY

Elementary: Mrs. Ruth Hogan, art supervisor; Mrs. Marybelle Zimmerman, music supervisor; Mrs. Eula May Bryan, 6th; Mrs. Carolyn Buehrle Brown, 1st; Mrs. Gertrude Fleming, 6th; Mrs. Evelyn Bailey, 6th; Mrs. Phyllis Finger Healy, 1st; Mrs. Margaret Johnson, 6th; Mrs. Rowena Wilson, 5th; and Mrs. Phyllis Johnson.

Highschool: Marvin Fleming, principal; Roder Nyberg, vocational coordinator; Raeburn Bryan, DT and SS; Donald Creacy, IA; Mrs. Martha Hicks, E and SS; Clarence Watt, social Sc; Willie Croft, IA; Mrs.

Members

ert Williams,
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VA; David
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Parker, 2nd
4th and 5th;
nd 6th; and
d 8th.

Davis, Jr.,
Florence Ed-

Dubray, Jr.,
Opal Ellis,

John Deal,
n Foote.

grade; and
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Betty Brock

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rry Dye, SS;
and Billy

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arnell, Kate
roll, Gladys
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Foster, Bill
Howard G.
rs. Lenore
Mrs. M. B.
Williams,

Earl Cecil,
knap, Mu;
Spch; and
grade.

Hogan, art
le Zimmer-
s. Eula May
rn Buehrle
le Fleming,
6th; Mrs.
Mrs. Mar-
s. Rowena
s. Phyllis

ming, prin-
ational co-
l, DT and
Mrs. Martha
nce Watt,
IA; Mrs.

MUNITY

Dorothy Humphrey, E and social Sc;
Charles W. Brauer, Jr., Chem; Anne
Kingsborough, Mu; Robert Foster,
Spch; Mrs. Maurine Shull, art; and
Mrs. Mary Langston, M.

PERRYVILLE

Mrs. Maurice Miller, E; Ed Hartel,
junior highschool principal and ath-
letic director; Mrs. Billie Mills, ele-
mentary music supervisor; Barbara
June Morris, CS; Mrs. Emogene
Thacker, kindergarten; Mrs. Mary
Mecker, 4th grade; and Mrs. Alvin
McRaven, secretarial staff in superin-
tendent's office.

S. E. STATE COLLEGE

John Bierk, E; Doyle Dumas, Mu;
Leroy Mason Jackson, band, Jereline
Dossett, elementary education; Fran-
ces Winter, PE; Louis Unfer, Sc;
Kenneth Burnham, Sc; Harold Hager,
M; Mrs. Agnes Evans, art; and Jessie
Henderson, upper grade supervisor.

ST. CLAIR

Margaret Ann Johnson, VHE;
Peggy Whitworth, CS; Pearl Mac-
kenzie, Lib; Pauline Tate, PE and DT;
Ennat Mullen, E; Norman Knight,
Sc and PE; Gladys Whitwell, E and
SS; Floyd Reed, Sc and PE; Virginia
Woodrum, 5th; Icy Mae Johnson, 5th,
Freda Mae Meredith, 5th; JoeAnne
Berkel, 3rd; Carolyn King, 2nd; Betty
Porter, Mu; Dorothy Hughes, and
Mary Todd.

TINA-AVALON R-2

Elementary: Mrs. Paul Anderson,
Mrs. Jane Gibler and Louise Kirk.

Highschool: John Moentmann, CS;
Denny Gibler, coach and SS; Kath-
arine Whiteside, Mu; and Glen Gon-
der, Sc.

WEBB CITY

Art H. Keller, highschool principal;
Lillian Lee, VHE; James O. Green,
Sc; Rosalea Hedges, CS; Jean Bal-
drige, CS; Max Page; George W.
W. Smith; Daisy Peery; Agnes Mun-
son, CC; and W. E. Hendricks, Mu.

CARTHAGE

Elementary: Mrs. Mary Jane Carr,
Edward England, William O. Glad-
den, Mrs. Amanda B. James, Mrs.
Dorothy Landers, Mrs. Mary Louise
Moros, and Mrs. Dorothy Louise
Stinson.

Highschool: Jerry Anderson, Mrs.
Harriet M. Hayslip, Donald W. Mor-
gan, Victor M. Rapp, Clyde I. Wash-
burn, and George F. Wood.

CAMERON

Frank Leet, highschool principal;
Sherri Heath, PE; Marian Mitchell,
CS; Mari Criss, Art; Kenneth Aus-
mus, M; Anna Catherine Roberts, Mu;
and Beulah Winger, elementary.

MARION C. EARLY R-5

Mrs. Louise Atwood, VHE; Lillian
Winton, SS and E; Wayne Keltner,
coach and PE; Ermilou Hopper, Mu;
Melba Sappington and Faye McKin-
ney, elementary.

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Teaching in the Divided City

TODAY Berlin has the unique position of being truly a divided city. West Berlin, composed of the three Allied Sectors, is a booming free democratic metropolis while East Berlin, Soviet controlled Sector, is like another world with its Communist imposed regulations and restrictions and little being done to relieve the destruction and desolateness left by the war.

To have the opportunity to teach in the American School in West Berlin is indeed a unique and unforgettable experience, an

by Mary H. Muehring
Berlin American School
Berlin, Germany, on
leave of absence for
the past three years from the
Brentwood Public Schools,
Brentwood, Missouri

experience as fantastic as the city itself and the Berliners who live in it.

The American School in Berlin has both elementary and high school pupils who are dependents of American families connected either with the Armed Forces stationed in Berlin or with the State

A. A German first grader dressed in typical "Lederhasen" and holding his "Schultüte," a bag filled with sweets and nuts which each child gets on the first day of school.

B. The Freedom Bell donated by U. S. to Berlin rings from this government

building in West Berlin.

C. Store building windows in East Berlin display propaganda against NATO and western powers.

D. The Berlin American School of 475 enrolling grades 1-12.



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Department or on other civilian jobs. With a pupil enrollment of about 475 and a teaching staff of 19 American teachers and 5 German teachers, this American school operates like any other school of its size in the States. However, there are some differences.

All children from first grade through high school have regular daily instruction in the German language by qualified German instructors. German conversation, songs, reading and writing the language, and developing an understanding of German culture are all a part of the instruction. With the many local opportunities to make use of the language the American children seem to acquire fluency at a very rapid rate.

Then as part of the school program there are innumerable class excursions to local German cultural points of interest. On these trips American children have to become accustomed to being stared at and pointed out as the "Amerikanische Kinder." Their behavior, clothes, and mannerisms are all readily noticed by the German population. This makes a terrific strain on the teacher in charge. The teacher wonders just what impressions the American children are making.

Exchange Visits

Another interesting activity is exchange class visits with local German schools. Many German teachers are anxious to observe American methods of teaching. One German teacher remarked, "I don't have to travel across the ocean to America to learn about the U. S. I only have to go a short distance and here is an American community with its schools, shops, and homes where I feel I am in an American atmosphere and can learn much about the American way of life."

American children, especially the boys, who visit German schools are always quite thrilled with the variety of gymnastic apparatus as found in the typical German gym-

nasium and the skill and technique in its use which the German pupils acquire. As all German children are required to study English, beginning in the fifth grade, the language barrier between schools is not a serious problem. One German class of sixth graders in Berlin entertained an American class by showing pictures and giving talks about their class's recent excursion by bus into West Germany. The talks were given in German and then translated by another pupil into English. The American children then asked questions, some in English and others in German. As a result both classes gained experience in the use of each other's language.

At another time a German class visited the American School and took part in a square dance activity that the American children were doing. The German children learned the dances so quickly and seemed to enjoy them so much that they asked their teacher, "Why can't we learn these dances in our school?" The German teacher thought it was a good idea and as a result invited the American class to come to the German school at a later date to teach them more square dancing and to interest other German classes in the activity.

Normally a teaching day in the American School is quite like that in the States. Being surrounded by American children all day, working with other American teachers, and using American type books and supplies, one tends to forget that one is teaching in a city that is surrounded by an Iron Curtain and completely cut off from free Western Europe by 110 miles of Soviet controlled territory. However, quite often without warning the activities of the classroom are suddenly interrupted by the roaring of huge American Army tanks passing by the school on their way to maneuvers, or the deafening boom of cannon salutes honoring some noted general or important personage visiting Berlin, or else

one looks out the window and there passing by is the armed German guard who constantly patrols the school and its surroundings. Then one realizes, this is not a normal situation.

Beautiful City

Greater Berlin, East and West Sectors, is a tremendous city with a population of over three million and in area exceeded only by Los Angeles and London. It is a beautiful city with many lovely forests and lakes within its borders. The Grunewald Forest on the west side has 28 square miles of pines, birches and oaks and a number of lakes. The Wannsee is the largest lake and the most popular recreation spot during the summer months because of its sandy beach and boating facilities.

Berlin is a cultural city offering much of the very best in music, concerts and theater. It is also a fashionable city with elite shops and high quality merchandise. There are fashionable and colorful restaurants with much atmosphere serving delicious foods. Then, there are the sidewalk cafes which give Berlin a metropolitan air. In fact, although Berlin is an isolated city with transportation to and from rather difficult, within its borders it offers so much to make life enjoyable that one forgets there is an outside world. All of this, however, is evident only in the West Berlin sector. East Berlin is quite drab and uninteresting compared to it.

Today West Berlin with the help of American aid and the West German Republic is undertaking a huge rebuilding program. With a greater part of the city having been destroyed during the war, plans are in progress to rebuild a very modern city making it the most modern and one of the most beautiful cities in Europe. In many parts are evidences of American financial aid through the Marshall Plan or otherwise. The Berlin Free University built in 1954 mainly

(See Divided City Page 47)

THE DIRECTOR OF ELEMENTARY EDUCATION

By Ann E. Algeo, Director
Elementary Education
Lebanon

EVALUATES HER SCHOOLS . . .

LAST year I decided that I would like to make a concerted effort to study our school from a little different view point. In these hurry-scurry days it is so easy to step into each teacher's room just for a few minutes at the intermissions or during the working hours, convey a definite message, and then rush on to something else.

Before making this study it was necessary for me to do a bit of self-examining: Why are we having a school? What is its function? With these two premises in mind, the answer comes something like this. School is the community's "workshop in group living," where children have experiences that help them grow up into the kinds of persons our society believes they should be. We are interested in the needs of the children which make for a better order in which to live. We are interested in the child's growth, his behavior, his adjustment, his attitudes, his purposes and successes.

One of the important purposes for evaluation, whether from the administrative side or from the teacher, is to improve procedures and atmospheres to bring about desirable pupil growth. There are atmospheres which are very conducive to pupil growth. There is the classroom which glows with warmth and friendliness, thus bringing about just the right emotional climate for the healthy, stimulating growth and development

of the children. Children have a lot of curiosity—the teacher-pupil relationship must be one which causes the children to satisfy the longing to know more about things through exploration, invention, and experimentation. The children's interests and mental capacities are also taken into consideration.

Bulletin to Teachers

After making the self-evaluation and knowing definitely why I would be making this evaluation, I sent out a bulletin to each teacher which read as follows:

"The Supervisor is planning to visit every classroom in the elementary school within the next 30 days. And why has she chosen to make such visits?

1. To gain a truer picture of what each individual teacher is contributing to the educative process.
2. To gain an insight into the plans and purposes of the "Experiences" being taught.
3. To sense the ease with which the teacher handles her situation.
4. To gain first hand knowledge of the children's ability to assume responsibility.
5. To gain more "know-how" on your method of doing teacher-pupil planning.
6. To know the teacher-pupil relationship; the teacher-teacher relationship.
7. To know that the children have the opportunity to engage in a variety of experiences or activities.
8. To be aware of areas in the

classroom that show a variety of current interests.

9. To find that the "Experiences" give opportunities for creation, for exploration, for experimentation and for invention.

10. To find that the activities develop skills, appreciations, and scientific attitudes.

11. To find that practice in skills is varied.

12. To find that many kinds of multi-sensory learning aids are used.

"I am not expecting you to do a lot of extra planning. I am letting you know in advance so that you will be aware of the purpose of the visit. I want each of you to be yourselves; then you, your children, and I can feel relaxed and can drink in the work at hand. This is a helping program—one which will help each one of us.

Signed,
Supervisor"

A schedule for my visiting each of the 42 teachers for a fourth of the day was given.

I had suggested to the superintendent that I invite the new teachers who had come onto our faculty this year to go with me when visiting certain teachers. After checking the planning and the advantages which each teacher could gain from such an experience, it was decided that I would send each teacher an invitation to go with me to visit. The invitation read something like this:

"Dear Mrs. X: You are invited to go with me to visit Miss Q, January 14th, at one o'clock. The substitute teacher will teach your pu-

pils while you are visiting."

Evaluation

After the teachers made their visit they were asked to write a report on their impressions of the work which they saw, always keeping in mind the purposes for which this evaluation was set up. To give an idea of the responses made to this, one teacher wrote:

"The things which impressed me most in the work presented (weather study) were:

1. The work was approached from several angles.
 - a. Picture Study
 - b. Discussion
 - c. Observation of physical out-of-doors
 - d. Report of experimentation
 - e. Poetry
2. Motivation was given for independent thinking.
3. The children had keen interest.
4. There was a fine spirit of camaraderie between teacher and pupils."

The teachers who accompanied the supervisor (and every teacher did accompany the supervisor during the time set up for visitation) went away from the class room visited feeling that they had gained such things as:

1. The closeness of the classroom teacher to her pupils.
2. The over-all plan for the unit to be studied was good—it gave everyone an opportunity to advance at his own speed.
3. The opportunities the instructor gave the students to explore and be responsible for his individual report on conservation.
4. The ease with which the teacher handled his students.
5. Impressed by the manner in which the teacher presented initial sounds. The teacher used a variety of methods.
6. The children's compositions showed that much time and effort had been spent on them.
7. It was very noticeable what a splendid job the teacher had done in helping the children to gain the sense of responsibility.

8. One visiting teacher was impressed with the variety of visual aids used by the teacher in developing her spelling-language lesson.

9. It was observed that every child was alert and eager to "solve the mystery of long division."

10. The visiting teacher observed that a well planned lesson pays big dividends in the response, intense interest and the concepts gained.

This entire experience was very gratifying, not only from the teacher standpoint, but from the supervisor's. The supervisor gained a nearness to the teachers and children that perhaps had not been felt so keenly before; she gained an over-all picture of the elementary school in a different light—one which caused her to feel the effects of a trained personnel and the worth of well planned in-service meetings.

Many of the teachers made the statement, "Mrs. X has the same problems as I do, and I found how she was attempting to solve hers." The teachers felt that it was an experience which they would like to have again. They felt relaxed; they felt they gained renewed enthusiasm for their work; they gained a oneness of purpose; they gained a kind and sympathetic feeling for their co-workers.

I also summarized each observation; then an overview was made, pointing to the fact that there were things in my visits which I did not see enough evidence of being a definite part of the day-to-day work. My comments read:

"I make mention of these, feeling that we all wish to improve. While you are improving the instruction, the children are given greater opportunities for learning. I am thinking particularly of:

- a. the motivation for the "experience" to be taught.
- b. taking time to summarize so that the child will feel that he has really gained some definite learning.
- c. giving more time for teacher-pupil planning and setting standards.

d. opportunities provided in and out of class for the development of leadership.

e. pupils participate in planning behavior standards.

f. summarization of the day's accomplishments.

g. tomorrow is going to be important because these specific things are going to take place.

h. teacher adjusts the physical features of the room to provide a healthful and attractive environment.

I did see many, many evidences of the following which should be commended in our school:

1. The teachers fairness and impartiality in their dealings with the children.
2. The children are happy and cheerful at their work and in their play.
3. Pupils are met in a friendly manner by their teachers.
4. The contributions and efforts of individual pupils are recognized.
5. Pupils take responsibility seriously.
6. The teacher's plans are adapted to meet the changing needs and circumstances.
7. The teacher's explanations are clear and adequate.
8. The pupils' learning tasks are purposeful and functional in nature.
9. Opportunities are made for repetition, for review and recall of basic learnings.
10. The teacher's leadership is evident.
11. Pupils exhibit an attitude of mutual respect for each other—for other people.
12. Pupils and teachers share the enjoyment of humorous situations.
13. Teachers show self-control.
14. The teacher makes use of the significant aspects of pupil growth in her planning for their work and activities.
15. The teacher's presentation
(See Elem. Education Page 19)

KSLH....> CAN REACH OUTSTATE CLASSROOMS

By Jane McCammon

EQUIPPED with a field strength meter, a radio tuner, two receivers and a portable 12 foot antenna, Ernest H. Vogel, chief engineer of the St. Louis Board of Education radio station KSLH-FM (91.5 M.C.) set out one morning early in June for points south and southwest of the city, and again a couple of weeks later for points west and north. His mission? To learn how clearly Missourians in the territory beyond St. Louis County's perimeter can receive KSLH radio programs in their homes and schools.

After his circuit was completed, we dropped by the engineers' office one day to get his story. For the first trip, Mr. Vogel told us, he traveled south on Highway 67, stopping at Imperial and Festus, then moving into the St. Francois Mountain section of the Ozarks, covering such towns as De Soto, Farmington, Potosi, returning through Steelville, Cuba, and Sullivan. The second junket included St. Charles, Warrenton, Louisiana, and Carrollton, Ill. In each location he followed the same procedure. He set up his antenna on a pole about 12 feet off the ground and turned on the field strength meter. This is a radio-type device which measures in microvolts the amount of input into a radio receiver set. A field strength meter tells whether or not there is enough signal in the area to operate a radio. There was, in all of the places where spot checks were made.

The field test showed that KSLH has a primary service area with a radius of approximately 40 miles. This includes Festus, Imperial and St. Charles. Generally a radio in this zone can pick up a strong, clear KSLH signal, although in some cases a rabbit ears antenna is necessary. In the secondary service

area—roughly the territory lying within a belt of 40 to 90 mile radius of St. Louis—it will probably be necessary to have an outdoor antenna in order to get a satisfactory signal. This means that Farmington, 69 miles away, Cuba, 88 miles away, and Louisiana, 86 miles away, are towns that fall into this category.

Enriched Curriculum

The result of this research is particularly significant for teachers whose schools are located within a good radius of St. Louis. For they, like those who teach in metropolitan St. Louis, may receive KSLH programs—some 30 per week—during the school year to supplement classroom work, if they have an FM set. The scope of KSLH programming is broad, with something for each grade level, kindergarten through high school, in nine curriculum areas (social studies, language arts, foreign language, mathematics, science, health and safety, art, music, guidance). And, of course, the fact that the station is high fidelity (FM) means there is the advantage of clear, static-free reception, even in bad weather.

KSLH is a member of the National Association of Educational Broadcasters, an organization which, among other things, makes outstanding radio series, selected from the best productions of stations around the country, available to members. At an annual NAEB meeting recently four KSLH program series were chosen for national distribution next year because of their exceptional quality and their excellence for classroom listening. They are *Just Why Stories* for kindergarten children; *Safe and Sound*, dramatized health and safety stories for first grade boys and

girls; *Helpers Around Us*, designed to acquaint youngsters with the roles various community workers play in their lives; and *World Tour*, first hand reports on places of interest in Africa and Asia, which was produced at the request of local upper grade teachers for more authentic and up-to-date material on these areas. These programs, through the NAEB network, will now be broadcast in cities all over the country.

Since towns as far away as Steelville, Warrenton, and Ste. Genevieve, can pick up the KSLH signal, the above and a great variety of other programs, ranging from primary grade French and Spanish lessons (*Voici Mimi, Spanish Is Fun*) to vocational guidance for high schoolers (*Your Occupation and You*), may be heard, as Mr. Vogel has proved, in classrooms in a large part of the state.

Reception May Vary

He did caution us, though, that "the quality of reception may vary. For comparison in the field tests," he said, "I used the two radios and the tuner. A tuner? It's a part of a central sound system used to tune in a station. For example, a school principal's office may be equipped with a tuner which is hooked up to an amplifier and speaker in the classroom. Now, I found that a tuner usually gets better reception and less noise for a given signal strength than a radio. But, of course, a tuner is more expensive equipment than a radio. It's important that you have both a good receiver and a good antenna in order to get a signal over 40 miles away. Another thing to remember is the possibility of variation in signal strength within an area due to topography of the countryside. Louisiana, for example, is on a

(See KSLH Page 46)



by Dr. John B. Barnes,
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cation and Research and
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WE live during dynamic and crucial days. Our public schools are capable of exerting vast influences over individual and group life but many of these efforts have been stilted—by negative criticism from the outside and judicious neglect from inside the public school. Pressures from these two opposing poles have placed some of our schools in a horizontal posture, rendering them virtually incapable of aggressively applying their unique skills to the solution of current community problems.

Whether you peer, with telegraphic eyes, into the teeming urban centers of the East or West, or whether you passively wonder about the survival of thousands of America's small communities along your vacation route, you are concerned about the question: Is the Public School a Fragile Giant? An awareness of the defensive and apologetic posture of many of our public schools, coupled with the realization that American Democracy can survive only as local people practice it in daily life—leads one to a logical conclusion: Few of our public schools have a positive approach to community improvement; in fact, most of them do remarkably well to present 30% of their graduates with tickets to col-

lege, keep even with the never-ending numerical increases in the student body, and field a team which won't embarrass too many townspeople! The dilemma: Modern educational philosophy flowing out of our graduate schools, new theories already decades beyond the experimental stage, are not being implemented into the web of public education at the local level.

Meanwhile, community problems pile up profusely. Place your finger on any map and there is a community which needs better housing, planned neighborhoods, recreation for all, sound economic development, and better utilization of natural and human resources.

The public school, harrassed and too often occupied with back-tracking, has a responsibility to that community. Its responsibility exceeds the offering of freshman English and Biology 101. In fact, it is in facing such a larger community challenge that the school can best enliven its textbooks, most clearly stimulate its students, most naturally unite life and learning as a lifelong activity.

Is the Public School a Fragile Giant?

Concern for the mechanics of "keeping" school, the passing of bond issues, recruiting of teachers has consumed us bodily. This non-biblical allegory is apt: "Greeting his pupils, the master asked: 'What would you learn of me?' And the reply came:

'How shall we care for our bodies?'

'How shall we rear our children?'

'How shall we work together?'

'How shall we live with our fellowmen?'

'How shall we play?'

'For what ends shall we live?'

And the teacher pondered these words, and sorrow was in his heart, for his own learning touched not these things!"¹

Communities, not unlike the above teacher, likewise require much more from public education than it is currently prepared to contribute. The public school should "ponder these things in its heart."

The Plight of the Small Community

The greatest single factor in the future of our country is the human community. Our communities either stimulate and nourish or stifle and neglect individual growth. Their influence upon us is profound and thorough. Home and community are the great "informal" educators of us all; they set a pattern for life. It is virtually inescapable. Citizen and community intermittently affect each other. If this be true, what can be said about community life in America today?

For decades we have been in an urban swing. Most small communities have lost population; some

suffered startling decline and others have simply eroded away by a slow and unseen process. We have yet to note the full effect of such a trend. The out-migration has occurred chiefly among the age group from 18-26 years. The small community's loss is complicated by a qualitative factor—men and women entering the skills and professions have fought their way out of the small town. They may never return.

Meanwhile the "home town" fights bear with a broomstick! Problems which demand the vision and consecration of dedicated young people are turning up under the plows of progress. There on the surface they lie, hard-baked by human neglect. Misplaced manpower permits such problems to gain a foothold, then to become deeply entrenched, practically insolvable. Even the home-spun idealism which marked the small town for nearly a century is being weakened.

The seamy side—poor housing, an inordinate ratio of the elderly, weak municipal facilities, inadequate school programs, stranded churches, low pay scales or sidewalks dotted with the unemployed—this is an accurate picture of many of our small towns today.

And such is the setting of thousands of our public schools. Shall we educate for the future, try to keep pace with the urban trend, or shall the school become an agent for constructive community change? Shall it simulate the future life of its learners, or realistically face the immediate problems which are within a stone's throw of the school yard?

What About Urbanism?

The urban shift becomes necessary partly because city birth rates are not normally high enough to maintain, much less, increase themselves. Warren writes: "Roughly half of the rural youth migrate to the city."² The city is replenished, staffed, and even fed by resources outside itself; in a

sense, it is made up of displaced persons. Is a city then a community? Is it many communities?

A truly integrated community is one which possesses a functional interdependence kept alive by aerated communication channels. These channels range from the formal, such as the free press, to the informal, such as neighborhood ear-bending.

A complex human ecology in the city creates a fragmented environment of citizens huddled together for survival.³ Often it is a survival of imposed interdependence. The individual is absorbed into a mass of formal and informal activity; he loses personal and small group identity.⁴ We see the result in numerous areas of life: In recreation, spectator sports are held amid vast parking lots or on television screens in one's living room. In housing, an anonymity of appearance leads to a colorless collection of residences bordered by transportation systems, precinct lines, or high social walls.

Many cities are attempting to become real communities. Block or neighborhood organization, citizen's study groups and councils, area re-development programs, urban renewal projects are seeking to refurbish both physical and human environment. Kempfer⁵ believes that the rather phenomenal increases in adult education participation and scope are partly a result of the need for greater human association in urban settings. Mayo⁶ and Drucker⁷ have analyzed the urban industrial scene in terms of its fierce impact upon human inter-relationships.

In our urban settings, the oven in our nation's kitchen, some of our finest schools and teachers are to be found. The challenge here is parallel in importance to that in the small community.

Local Control

Should Mean Local Concern

The public school, which fought so hard to maintain local control, may be losing its local concern. The chief purpose of the local control

concept in American public education was *not* to prevent "state" dictation but it was to enable enlightened leadership, cognizant of local conditions, to plan beyond state minimum requirements. We fought for this right; in a good many cases we have failed to exercise it. Apeing curricula and school programs in other cities, measuring up to state minimal standards does not really reflect a serious concern for local uniqueness and adaptability.

Two Barriers in Each Local Community

Without enlarging its expenditure the public school can provide a program which can appreciably alter its local setting. After all, what is really required is a slightly different set to our sails. The relationship of cost to quality is quite obvious, however there is the underlying assumption that a school knows which way is North or Northeast.

This expansion by re-orientation comes chiefly through recognizing two needs. First, we need to narrow the gulf between consent and support for a school program with a community awareness and obligation. A principle: The value of a high-school education is seen in the degree of similarity between the last years of formal education and the first years of post-high school life. Yet the teacher or administrator who animates such a principle is about as well-liked as a rich Philistine! His job security is comparable to the life expectancy of a lace nightgown in H—. It seems that we expect a crisp verbal salute to this principle but we turn

(See Fragile Giant Page 46)

¹ James Chapman and George Counts, *Principles of Education*, Boston: Houghton Mifflin, 1924 (Flyleaf).

² Roland L. Warren, *Studying Your Community*, New York: Russell Sage Foundation, 1935, p. 348.

³ Amos H. Hawley, *Human Ecology*, New York: The Ronald Press, 1950, p. 208.

⁴ Baker Brownell, *The Human Community*, New York: Harper and Brothers, 1950, p. 305.

⁵ Homer Kempfer, *Adult Education*, New York: McGraw-Hill Book Company, 1955, p. 10.

⁶ Elton Mayo, *The Social Problems of an Industrial Civilization*, Howard University, Graduate School of Business Administration, Boston, 1945.

⁷ Peter F. Drucker, *New Society: The Anatomy of the Industrial Order*, Harper and Brothers, New York, 1949.

Teacher Reciprocity

Agreement for MISSOURI

By Paul R. Greene, Director
Teacher Educ. and Certification
State Department of Education
Jefferson City

EFFECTIVE as of July 1, 1957 the State Department of Education joined five other states in a Central States Reciprocity Agreement for the certification of Public School Teachers. This agreement will enable degree teachers with special training in a given field to move more freely between states.

Because of our highly mobile teaching population due to husbands being in service and many other reasons, reciprocity should prove advantageous for many persons. Also, our two largest metropolitan areas, Saint Louis and Kansas City, attract many teachers from the neighboring states of Illinois and Kansas. Approval of the reciprocity agreement by the State Board of Education and Commissioner Hubert Wheeler is not a move to drop standards but rather a realistic appraisal of conditions as they presently exist. Dr. H. Pat Wardlaw, Assistant Commissioner of Education, was one of the persons who helped draft the reciprocal agreement in its formative stages several years ago. The old attitude of "Me and my wife, my son John and his wife, we four and no more" has given way to an attitude of one world and brotherliness.

Each state has a perfect right to set standards which it hopes will insure an adequate supply of well-trained teachers for its schools. Undoubtedly this is the thinking on the part of each one of the states. Needless to say, the requirements of each state differ from one an-

other in matters of specifics. In an effort to alleviate certain minor problems, this agreement was reached. To be sure, in any reciprocal agreement there is a certain amount of give and take necessary. Otherwise no agreement would be reached. Following is the agreement of which Missouri is now a part:

1. The processes involved in the issuance of certificates under reciprocity will be administered by the certification officials of the respective State Departments of Education.

2. Each teacher receiving a reciprocity certificate will have completed at least a four-year program of teacher education in a college or university recognized, approved, or accredited by the State Department of Education in the state in which the institution is located and by the National Council for Accreditation of Teacher Education at the time of completion of the program.

3. Each applicant shall have completed at least one year of successful teaching or eight semester hours of credit during the five-year period immediately preceding the date of application to be eligible for a reciprocity certificate.

4. Each applicant shall have completed a course in American history or government or some other course of equivalent content.

5. The reciprocity certificate issued shall be valid only for the area or areas of instruction, and at the level or levels of instruction, for which certification was granted by the state from which transfer is to be made. Minimum field

and subject requirements shall be as follows:

a. Twenty-four semester hours in the field, with six semester hours or the equivalent in the particular subject taught:

Social science	industrial arts
English	home economics
science	health
business	physical education.

b. Twenty-four semester hours in the field—no specific requirements in the subject: all fine arts other than music.

c. Twenty-four semester hours in the field—fifteen semester hours in the specific subject: all foreign languages.

d. Eighteen semester hours in the field—no requirement in the specific subject: all mathematics.

e. Forty-five semester hours in the field—no requirement in the specific subject: all music.

6. Each applicant shall have the favorable recommendation of the certification officer of the state from which transfer is made to be eligible for a reciprocity certificate.

7. Each teacher, in order to obtain a reciprocity certificate, shall

a. have met the requirements for certification in the state in which the program of teacher education was completed or

b. have taught successfully at least one year in the state from which transfer is being made after completing a four-year program of teacher education in any college approved under this agreement.

8. Certificates suspended or revoked in one state may, within the limits of legal authority, be suspended or revoked in all other states which are signatory to this agreement.

9. Each applicant for a reciprocity certificate shall comply with all requirements of the receiving state regarding filing of application, fee, age, citizenship, health and other similar requirements.

10. The reciprocity certificate shall be of a kind and for a term comparable to that granted regularly by the receiving state for the completion of a four-year program of professional preparation to teach classes other than subjects commonly classified as vocational. Emergency, temporary or other types of sub-standard certificates shall not be issued under the provision of this agreement. This agreement does not include administrative positions (supervisors, principals or superintendents).

11. When participating states have statutory or regulatory requirements which cannot be waived, it is understood that such requirements shall not invalidate the other parts of this agreement, provided they do not exceed six semester hours of college credit.

Note: It is desirable in such cases to issue a temporary certificate, valid for one year, so that reasonable time will be allowed for the applicant to meet these requirements.

12. Whenever authorized officials from two or more states sign this agreement it shall become effective immediately in such states.

The above agreement is not for a definite length of time but may be terminated at the discretion of any member state. Most people think that this is a step in the right direction. Aside from the Central States Agreement, the New England states plus New York and New Jersey have entered into a similar agreement. Reciprocity on a national scale is not being forced but is moving forward as various states agree to join with neighboring states in such a pact.

The National Council of Accreditation of Teacher Education is currently working with State Departments of Education in accrediting colleges who wish to be

a part of such reciprocal agreements.

The Division of Teacher Education and Certification of the State Department of Education works with you in improving standards in the hope that there will be an adequately trained teacher in every one of the classrooms of our public schools.

Despite the increase in the number of public school teachers in Missouri the standard of training has increased appreciably during the last decade. During the school year 1948-49, 5,006 county teacher examinations were given in order to have teachers in our classrooms. In 1956-57 the need for this measure had decreased so that only 985 county teacher examinations were given. During this period the minimum number of hours for which any state certificate could be issued was increased from 32 to 64 semester hours of credit.

In 1944-45 nearly 52% of all Missouri teachers had at least 120 semester hours of credit. In 1955-56 this number had increased to 78%. In 1947-48 there were 4,457 elementary teachers with less than 64 semester hours of college credit. During the school year 1956-57 there were only 518.

Figures like the above tell a significant story—that better qualified, professionally minded teachers are in the classrooms and because I am a father of three elementary school children I can say "that's good."

The responsibility for seeing that teaching standards and improvements are met rests jointly with the teacher and the school administrator. For example, when a superintendent of schools re-

quests a certificate for a certain teacher, if she qualifies, he is sent the certificate and two deficiency sheets listing the teacher's specific deficiencies. One of these is marked "Teacher's Copy" and should be handed to the teacher. The other copy is for the superintendent's files. If the teacher is not given this deficiency sheet, she has no other way of knowing her specific deficiencies. Frequently she enrolls in college the following summer and takes courses but not necessarily those to remove specific deficiencies. When she sends in additional earned credits and then is told that she is not eligible for a renewal of her certificate because she has not removed specific deficiencies, naturally she is unhappy. Often the superintendent is unhappy too when he has to ask for special approval for this teacher simply because he failed to let her know her deficiencies. A good plan is for each superintendent or principal to talk to his teachers on temporary approval each spring and help them plan the necessary courses which they need to take. It is obvious to anyone that a person well-trained in chemistry or home economics for teaching at the secondary level would need to take additional work in order to do a good job when she changes jobs and finds herself teaching a first-grade room. This frequently happens when a lady marries and moves to a smaller community. There is no vacancy in her field at the secondary level so she accepts a job in the elementary grades.

The improvement in training of Missouri classroom teachers is shown by the table below:

Type of District	Average Number of College Hours	
	1947-1948	1955-1956
3-Director Rural	47	76
High School Districts		
(Elementary Teachers)	115	133
High School Districts		
(High School Teachers)	144	156

(See Reciprocity Page 19)

V 4 4 2

What makes a good Teacher?

by Emmett E. Duff, Elvins

ARE you a good teacher? If so, then you will not be without a job, for every principal, whether or not he will admit it, is always on the alert for a person just like you. The search for competent teachers, is not of April-May-June duration, but extends from April to April every single year. In fact, an appraisal of your worth is going on when you least expect it. The good job offers are not a result of your applications every time, but come unexpectedly from the outside as a result of the good job you are now doing.

Do you have a degree from an accredited college which properly certifies you for the type of work you enjoy doing best? Or do you have a few courses to go but you can see your way clearly toward your goal? The degree, of course, is your passport into the inner sanctum of job security, but the degree alone is never a guarantee for your success. The degree signifies that you have pursued in an acceptable manner the courses of study as outlined by the college or university required for graduation. You have met the standard handed down by the State Department of Education and congratulations are in order. But the principal who accepts you on his staff is taking the risk, for it is he who is responsible for the progress you will help him achieve with or the damage you will do to the children of the taxpayers. You may be qualified in the



eyes of the law but you have not proved yourself.

Experience

If you are a beginning teacher with only laboratory, training school or demonstration school practice teaching for experience, then you are inexperienced as far as public school teaching goes. For the experiences gleaned from the run-of-the-mill college training schools are almost as foreign to on-the-job classroom experiences as the painted portrait is to the model who sat for it. There you faced the clientele of college professors and professional people who could and would pay a stiff tuition fee for enough and more teaching equipment in an ideal setting with expert supervision responsible for the end results, with you, the student teacher, merely a supervisor's aid. And while you did satisfactorily the tasks assigned to you, you still lacked the responsibility which is to be yours, and yours alone, when you join the staff of a public school, more than likely, underequipped, understaffed, and bulging with the children of the under privileged, and the low ability as well as those in your own financial circumstances and above.

Assuming that you were able to make the adjustment to public school life, the chances are your greatest hurdle was understanding the adults with whom you work. Being steeped in child development, mental hygiene, and childhood psychology you have had less difficulty meeting the whole child in a child-centered environment than you did in meeting the disturbed parent in conference and your fellow colleagues outside your child-filled classroom on a rainy day after recess. No principal, who knows his profession, can accept less than that which a teacher's training promises, including correct interpretation of teachers manuals, proper procedure in the necessary methodology required to reach a reasonable goal in each classroom situation, a mature understanding of each student's ability and capacity in subject matter areas, and good judgment in choosing the best means of approach to those problems which do and will arise daily despite careful preparation and planning. If he has been a classroom teacher himself he will be in sympathy and near at hand. But, at the same time he does not want to be mistaken for the genie in Aladdin's lamp either! He does expect the teacher to make an

honest effort on her part to find a solution to the problem, which in many cases mushroomed out of all normal proportions as a result of something she did or did not do inside her own classroom. Then, when she does confront him with the problem and informs him that her normal procedure under similar circumstances has failed, he can try out his methods without bearing any resentment toward her.

By the same principle the teacher can proceed with her co-workers. If she permits a freedom "to her students only" to exist in her classroom, in the halls, in assembly and on the playground, disregarding the rights, peace, and quiet of her classroom neighbors, then the principal should be the last person she should blame or run to for help when her contract is not renewed in the spring, and when her fellow teachers grow cool and quiet when she craves a little sociability among them. A teacher is, after all, accepted as an adult when she accepts the position. It is assumed by the adult co-workers that she will conduct herself in like manner.

A little wisdom tempered with much sympathy and understanding of the other fellow's rights goes a long way toward tolerance if not actual friendship.

Classroom Reputation

You, a good teacher, must have realized the very first few days on the job that the children were yours only a few hours out of each day. They belonged to their parents before they came, after they left, and while you had them! You probably did not wholly agree every time with the parents' attitude or method of child rearing in question, but being an understanding individual where human nature is concerned you realized that successfully teaching the child also requires the co-operation of the parents. You accepted the necessary task of selling yourself as a competent, professional person to them as well as the children. Long ago

you learned that it is out of the administration's hands if a teacher is unpopular in the school and community to the extent that parents prefer another teacher in the same grade to her for their children. If this happened to you, you undoubtedly backed up and took a hasty inventory of yourself. A question you probably asked yourself was, "Now where did I fail?" For surely you could blame no one other than yourself for your classroom reputation.

Time and space do not permit the listing of all the attributes of a good teacher. No one can define the criteria of success in the teaching profession. Good teachers do not acquire through academic training their most essential qualities. Colleges and universities, no matter how renowned their staffs, can only bring out and improve that which was already there. Not every individual who aspires to teach has been endowed by his Creator with the required ingredients which make him teacher material. The choice of the teaching profession was not yours to make. The profession chose you.

It has been said that a nation is just as strong as its people. The home, the family, the church, and the school contribute to this strength. It could be said that a school is just as strong as its teachers. Throughout history testimonials of the great have ranked teacher alongside, if not above, mother and father as sources of inspiration. Precious attitudes of our children so necessary to successful living should be cherished and trusted only to good teachers during those impressionable years. Increased numbers of qualified personnel alone cannot eliminate the teacher shortage. Unless quality of work and correct attitudes are given prime consideration, we are in no better position. The presence of a person with a degree in a classroom does not necessarily mean that successful work is being accomplished every time. Places where the greatest shortages of

good teaching have existed have not always been in the absence of a teacher. They were, however, without a *good* teacher.

Are you a good teacher?

Teacher Reciprocity

(Continued from Page 17)

The goal of an adequately trained teacher in every classroom still lies ahead. Possibly this goal may never be quite met. For our definition "adequate" changes from generation to generation. What was good enough for mothers and fathers is not good enough for their children.

Missouri is proving the point, not necessarily to others but to herself, that continued good leadership and aggressive action on the part of her educational leaders, can do much to improve the standards of education in Missouri.

The Director of Elementary Education

(Continued from Page 12)

of new problems stimulates the pupils' thinking.

16. The teacher guides the children into efficient study habits.

17. The pupils do make use of the source materials when given the opportunity.

18. Often the pupils' experiences are utilized in motivating interest."

Evaluation is valuable only when it causes teachers and administrators to grow professionally; and the curriculum will improve only as something happens at that point where teacher and children come together in purposeful activity.

(Part of the Teacher Evaluation was taken from the "Teaching Evaluation Record," by Dwight E. Beecher, Coordinator of Research, Buffalo, New York, Public Schools; Educators Publishing Co.)



A MODIFIED POSTURE PROGRAM For the Elementary Grades

GOOD posture is essential for the physical, mental, and social health and well-being of every growing child. In our system of education the primary grades are in many ways the most important ones. This is the time when the basis of good health practices and the fundamentals of good body development are established. If teachers are properly trained to include health instruction along with the other school subjects, posture should receive top consideration.

Preventives vs Correctives

This program emphasizes prevention rather than correction. Of the comparatively few programs offered in posture education, most of them are in the highschools and colleges. The corrective aspect is more prominent at this time. Instead of waiting until the children reach maturity, let's emphasize good posture habits and normal body development in these earlier grades. A brief posture examination should be given in the student's first year of school and again at intervals during the next five or six years of schooling. Those pupils needing home exercises and extra attention should be frequently checked concerning their progress and development.

In 1952 a brief posture study

By Mae L. Kelly and Louis D. MacNeill, University of Missouri

was done in Columbia, Missouri, by the authors. Of the 260 elementary school children examined, approximately 79 per cent needed foot posture education and preventive exercises for proper foot development. The percentage was even higher among 100 high school age children. This was one of the reasons that led us to conclude that some sort of posture program in the earlier grades would aid in lowering the percentage of slightly "atypical" posture habits of high school age students.

Equipment and Facilities

Basic examination equipment need not be expensive, as can be seen in the following list: 1. Plumb line, 2. Thread screen, 3. Mirror (triple, if possible) 4. Wax crayon and 5. Proper lighting.

Examination Procedure

The teacher can lead marching games to observe the walking posture of the children. See if the feet turn inward or outward, or if they point straight ahead. See if the ankle bone on the inside of the foot is showing. If these bones are not prominent then the individual probably has good feet. This game may also be played with the shoes off (if the parents don't object). Each child then walks separately toward the teacher. Notice whether the toes turn up or whether they stay down. They should stay down. Children like to pretend or imagine themselves doing things. Some ideas along these lines are:

1. Pretend you are walking along a railroad track.
2. Hop on one foot (forward on one foot and backward on the other). Emphasize the foot straight ahead.

3. Sit down. Pretend you are in a sand pile. Start with the feet pointing straight forward, then work the toes together keeping the heels in the same place. Emphasize keeping the toes down.

4. The child should be able to clap the soles of the feet together with the little toes touching,—may hold a button or penny between these toes.

5. Skip around the room, pigeon toed. This will keep the arch up.

6. Walk with toes straight ahead. Emphasize the weight on the outside of the feet with the big toe down. (This includes the ball of the big toe.)

The children may line up and walk in front of a mirror or behind a thread screen, if one is available. The teacher should look for evenness of the shoulders and the hips. If they are even, then their backs are probably straight. If one hip is higher and the opposite shoulder is higher, then the child needs further examination. This should be done with the back bare to the top of the hip bone.

Back Posture

Turn the child with back to the window (for best light). Have the heels together and even, hands at the side looking straight forward. Use the crayon to mark the spinous processes (prominent bones on the spinal column). Hang the plumb line from the seventh cervical. If the line falls straight covering all the marks to the cleft of the buttocks, then the back is straight. If the line sways to either side, particularly to the left, and the right hip is high, then there is probably a total curvature to the left. If this straightens out when the child bends forward, and the right

shoulder seems higher than the left, this is a postural curve and can be corrected.

See that the child does not stand on one foot in a slumped position nor sit in a one-sided manner. Interest him in all the hanging exercises which are: 1. Skinning-the-cat; 2. Swinging back and forth on the trapeze; 3. Climbing a ladder (stall bars); 4. Hanging on bars or rings. If the curve is a double curve and the top part swings in one direction and the bottom part swings in the other (right dorsal, left lumbar), then the curve is structural and the child should be taken to a physician.

Side Posture

For side posture, notice whether the child rocks back and forth and whether there seems to be an extra joint at the waist. If he does, he probably has too much concave curvature and a protruding abdomen (lordosis). When the child walks, his chest should be in a direct line with the ball of the forward foot, and the head should be back in line with the spinal column. If he walks back on his heels, the legs and pelvis will be in front of the body line and he will drag the foot instead of using his arch to spring along. This is another way to check for lordosis. The dictionary says that "the definition of walking is a broken fall."

These are the most common imperfections of posture as viewed from the side. Forward head and shoulders are more easily recognized and again should be worked upon through the hanging exercises. Be sure, in this case, that the child is not near-sighted.

Individual and formal exercises can be given these children, but their informal play can help very much to remedy some of these faults. Be sure this equipment includes horizontal ladders, swings, rings, and trapeze. Merry-go-rounds and scooters emphasize one-sided posture. Skating, basketball, and volleyball are a few of the

Is Your Retirement Program Up To Date?

Has your name or permanent address been changed since you last wrote the retirement office?

It is important that your correct name and address be given, since periodic mailings are made using the latest name and permanent home address shown on your record. Following a recent mailing, many envelopes were returned by the post office, marked "Moved—left no address" or "Unknown." Was yours one of these? Please see that the address you have given is one at which you can be reached—winter or summer!

Is your designation of beneficiaries the way you presently wish it to be?

To emphasize the importance of keeping your designation of beneficiaries current, we cite the following example: Recently a member died, leaving a surviving widow and dependent children. When the member originally filed his

recommended activities for well-rounded good posture development. The child should be encouraged to run, skip, and hang, with emphasis on the hanging.

One of the main functions of the program is to detect so-called "atypicalness" in the early stages, and to give individual attention to these cases as soon as it is detected.

Many postural deviations are corrected through the child's normal activities, but the fact remains that in examining large groups of adults, a high percentage of postural deviations is found. The normal growth of our children should not be trusted to luck, or taken so lightly. Every growing child needs assistance while growing up, and it is our duty, as teachers, to assist them in every way possible.

membership record, he had designated his father as beneficiary. Subsequently the member married, but failed to file a change of beneficiary. Consequently, a lump sum payment of his accumulated contributions was made to his parent. If he had made the beneficiary change, his widow and children could have received a monthly payment of \$300. If you wish to change your designation of beneficiaries, please write the retirement office, requesting the form—"Nomination of Beneficiary."

If you have taught out-of-state or have served in the Armed Forces, have you claimed credit for this service? If you have previously withdrawn contributions, have you applied for reinstatement?

Certain provisions of the retirement law were recently amended to allow additional time for claiming credit for out-of-state teaching service, for service in the Armed Forces, and for reinstatement of credit waived by withdrawal or refund of contributions. If you have taught in another state, have rendered military service, or have returned to teaching following withdrawal and wish to reinstate your creditable service, you now have the opportunity to claim such credit within five years from the date of your return to teaching in Missouri, or before July 1, 1958, whichever is later.

Have you claimed credit for your prior teaching service (service before July 1, 1946)? If not, we suggest that you do so at once.

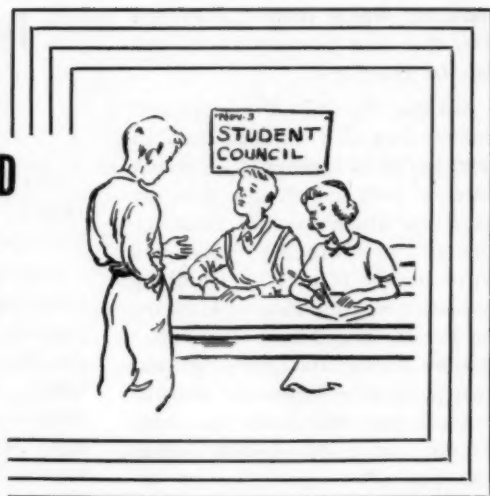
If you have overlooked matters regarding your record, now is the time to bring it up to date.

—Public School Retirement System of Missouri, P. O. Box 268, Jefferson City. Telephone 6-2442.

By Robert C. Lechner

GUIDANCE RESOURCES NEGLECTED

Highschool Student Councils Can Be,
But Seldom Are, Used to Help
Counselor in Vocational Guidance Work



THE student council, an oft neglected guidance resource, can be helpful to your counselor in many ways. All too frequently the counselor is so involved in his testing program, his vocational guidance work, and his counseling service he doesn't have time to make a follow-up study on drop-outs, transfer students, and graduates. This is where the student council can be useful to your counselor.

Many student council sponsors are constantly searching for worthwhile projects for their council members to perform. Why not let them run these follow-up studies under the direction of your guidance worker? Certainly it would be a much more worthwhile project than some of their present ones.

Much of the busy work, such as hall supervision and trophy polishing, which the council is presently performing, could be delegated to committees outside of the council. This would increase participation and responsibilities among your students and at the same time release your council for the higher responsibility of conducting an effective follow-up study.

Can Check Habits

Another way that the student council can be an effective tool of your guidance program is for your council to prepare a check list of students' habits and activities in and around the home. Such a check list would be prepared under proper supervision and then mailed to the home of every pupil

in the school. Such a list could be set up similar to the following:

Item	Good	Fair	Poor
Self direction			
Home study habits			
Cooperation on home duties			
Care of furniture and property			
Amount of home reading			
Use of the English language			
Amount of radio listening			
Kind of radio listening			
Care of personal appearance			

Many other items could be given here. Theoretically, most of us believe in the idea of home visitations but very few of us ever get around to making them. Thus, the English teacher gets to know Johnnie is an English student but all too often knows very little else about him. The use of the home check list will probably be biased, but wouldn't home visitations, which we admittedly don't make, be teacher biased?

More Meaningful Projects

If we agree that information about the students' home life is valuable to a school and its functions, then I certainly feel that we

will agree that the home check list project will be a more meaningful project than trophy polishing.

Now the question arises, "Should the student council have access to this check list information?"

If you were to have these lists mailed directly to the counselor when they are filled out, he could obtain whatever individual information he desires from the lists, delete the names, and turn the lists back to the council. The council can then compile some general information and statistics for publication in the school newspaper. Such a project should help build citizenship within the student body as well as aid your guidance program.

The student council is only one of many resources which your counselor may be neglecting. Whether or not this neglect is due to your counselor being overburdened is not the issue here. If we are to get the best results possible from our guidance programs, we must utilize our natural guidance resources.

BONDS VOTED

St. James: \$222,000 to construct an elementary school of nine modern classrooms, a kindergarten unit, special education room, cafeteria, kitchen and administrative offices.

Delta R-5: \$250,000 for a 14-room elementary building and 15 acre tract of land.

SECRETARY'S PAGE

St. Louis Meeting

PLANS have been completed for the Ninety-fifth Annual Meeting of the Association in St. Louis, November 6-8.

On the programs will appear Dr. Lyman Ginger, President, National Education Association, University of Kentucky, Lexington; Chet Huntley, Star of NBC-TV's "Outlook"; Hon. James T. Blair, Jr., Governor of Missouri; Dr. Mark C. Schinnerer, Superintendent of Schools, Cleveland, Ohio; Dr. Helen K. Mackintosh, Chief, Elementary Schools Section, U. S. Office of Education, Washington, D. C.; Mr. R. W. Kunkle, Manager, Program Development, Midwest Research Institute, Kansas City; and Dr. Guy L. Bond, Professor of Education, University of Minnesota, Minneapolis.

Special features of the Convention include *An Evening of Broadway Hits*, physical education demonstration, television program and group singing.

Membership receipts or guest tickets will be required for *An Evening of Broadway Hits*. Guest tickets, free of charge, are available on request for relatives and friends.

Splendid programs have been arranged by the thirty-four departmental groups and Friday afternoon will be a time when teachers will receive professional stimulation and growth in their own teaching fields.

Reservations are in to guarantee the largest and best exhibit ever. The exhibit is recognized as a vital part of the Convention, making a real contribution.

The Assembly of Delegates meets in the Opera House, Kiel Auditorium, at 9:00 A. M. on Wednesday.

Committee reports now being printed will

be mailed to all delegates and alternates previous to the meeting. Copies will be available to anyone interested, immediately following the Convention.

If you have not already made hotel reservations, you should do so immediately. A total attendance of at least seventeen thousand is expected.

In Brief

THE property secured by the Association to the North of the MSTa Building is now being remodeled for offices. It will house the Missouri Congress of Parents and Teachers and the State High School Activities Association. It is advantageous that all organizations, having as an impelling motive the welfare of children and youth, work most cooperatively together. This we do have in Missouri and the results are gratifying.

Mr. Lynn Twitty, President, and Mrs. Rosemary Sullivan Baker, First Vice-President, plan to address as many community association meetings this school year as their busy schedules will permit. The same is true for members of the Association Staff.

This is merely a desire to render service where needed. Your plans for the year already may be completed. Any request should be made as far in advance as possible.

The Executive Committee met on September 28, with the major item of business the approval of committee reports for the Assembly of Delegates in St. Louis. The Resolutions Committee meets on October 12.

Kirksville secures each year copies of new copyrights added to the reading list for each elementary school. Joplin gets at least one set. More schools each year are utilizing this service.

The Research Division continues its study of salary scheduling in the State. It is hoped that information may be made available that will be helpful. With the foundation program financed in full, we should establish and develop the most effective schedules possible.



Community Teacher Association leaders in Group I of the MSTA-NEA Conference that met at Bunker Hill Resort, August 5-7.



Group II of the Leadership Conference at Bunker Hill Behren's Hall at Bunker Hill

Professional Planning For a New Century



CONSULTANTS, Group I, L. to R.: Dr. Inks Franklin, MSTA; Dr. Marvin Shamberger, MSTA; Virginia McElroy, Afton; C. W. Farnham, West Plains; Dr. Mildred Hiller, St. Louis; Ethel Hardaway, Carthage; J. H. Bailey, Aurora; Paul Greene, Jefferson City; G. L. Donahoe, Jefferson City; Gordon Renfrow, MSTA; Earl Gray, Brookfield; Floyd Hamlett, Caruthersville; and Evan Agenstein, St. Joseph.



CONSULTANTS, Group II, L. to R.: Dr. Robert Forbes, Kansas City; Dr. Clifton R. Bell, Kansas City; Raymond Moore, Albany; Esther Forrest Wolverton, St. Louis; and Freida Elwi



Leadership Conference sessions in at Bunker Hill August 7-9.

COMMUNITY association leaders, departmental chairmen and district officers met August 5-9 at Bunker Hill Ranch Resort to make plans for the starting of the new century of the Missouri State Teachers Association.

Meeting in two groups over 200 leaders heard Mr. Everett Keith, executive secretary, MSTA, describe the organization at work.

Margaret Stevenson, executive secretary, Department of Classroom Teachers, NEA, spoke regarding the work of the National Education Association.

Mrs. Frank B. Leitz, president of the Missouri Congress of Parents and Teachers and Mr. Paul Greene and Mr. Hubert Wheeler of the State Department of Education reviewed the programs and activities of these related organizations at the second general session of the conferences.

Adah Peckenpaugh, Clinton, led the discussion on the work of community associations. Suggested programs and working plans for the locals were discussed at length.

MSTA and NEA services were brought to the attention of the delegates through discussion leaders Margaret Schowengerdt, Webster Groves, and Harold Lickey, Marshall.

The new films "Not By Chance", "Section Sixteen" and "No Teacher Alone" were previewed by the groups.

Alfred Bleckschmidt, supervisor of fine arts, State Department of Education, was very successful in securing wonderful participation in group singing.

Recreation each evening in the form of square dancing was under the direction of Norman S. Lawnick, University of Missouri.

Lynn Twitty, president, MSTA, inspired the groups in the closing session using *Teaching* as the subject for his address.



PRESIDING at the General Sessions were MSTA officers Lynn Twitty, President and Rosemary Baker, First Vice-President.



SPEAKERS at the General Sessions, L. to R.: Everett Keith, executive secretary, MSTA; Mrs. Frank B. Leitz, president, Mo. Congress of Parents and Teachers; Lynn Twitty, president, MSTA; Richard Ichord, State Representative; Paul Greene, State Department of Ed.; and Margaret Stevenson, executive secretary, Dept. Classroom Teachers, NEA.



LEADERS of discussion groups and special events were L. to R.: Richard Bradley, Pres. Department of Classroom Teachers, MSTA; Margaret Schowengerdt, executive committee, NEA; Harold Lickey, NEA State Director; Alfred Bleckschmidt, supervisor, Fine Arts, State Dept. of Ed.; Adah Peckenpaugh, Pres., Central Missouri Teachers Assn.; and Norman Lawnick, University of Missouri.



L. to R.: Dr. Robert Parkway; Clifton R. Bell, Albany; Ann Kayser, Springfield; Esther and Freida Elwick.



EACH GROUP one evening gathered at the Council Ring to roast wieners, marshmallows, eat watermelon and receive the inspiration that accompanies the view of Echo Bluff and group singing.

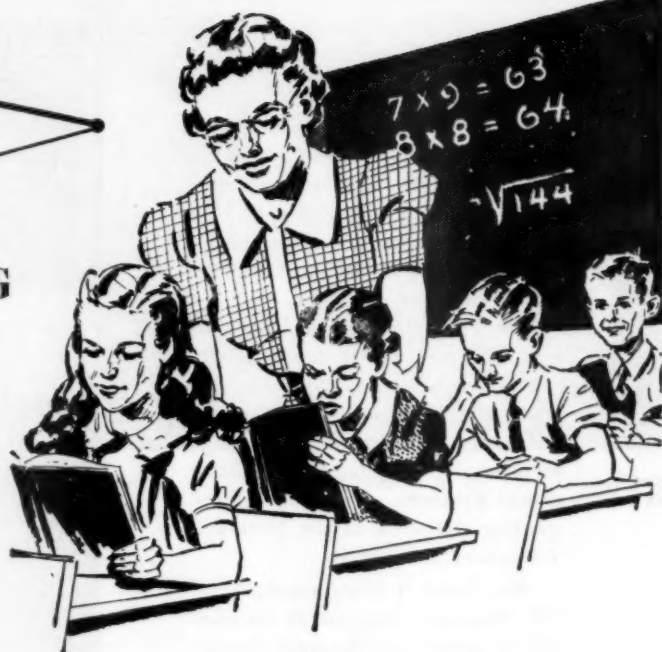
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POINTS OF EMPHASIS

in the TEACHING

of GIFTED CHILDREN . . .

By George H. Hiram
Instructor in Educational
Psychology, St. Louis University,
and Consultant for Special
Classes for Gifted Children,
St. Louis Public
Schools



O C

THERE are four rather distinct goals toward which the teacher of the gifted should direct his teaching efforts. The first of these is *enrichment* which might be thought of as basically the *broadening or deepening of the understanding* rather than the accelerated accumulation of facts. From this point of view it would seem that one's learning has been enriched only when it possesses the following two characteristics:

1. An adequate number of facts and concepts.
2. An understanding of the inherent relationships within a given area of knowledge—insight into the principles that govern that body of knowledge.

Enrichment vs Acceleration

5 7 JMI

It is perhaps very easy to define enrichment as deepened understanding and insight; it is, however, quite another thing to see just how such a result is to be brought about through formal education. Perhaps the definition of the term itself as suggested above, together with an analysis of the educative process will reveal that enrichment consists essentially of not only the number of facts and

concepts acquired by the learner, but also to a greater degree the extent or depth of the individual's perception of the relationships existing between these facts and concepts. It is from these latter understandings that the learner gains *insight* and a practical mastery of the principles involved. In brief, one's learning has been enriched when the *quality*, rather than the quantity of his understanding has been improved.

Now, of what does an improved quality of perception consist? Two things seem necessary: (1) the command of a sufficient number of facts and concepts, and (2) the understanding of the principles governing the body of knowledge of which these facts and concepts are the building blocks. From these definitions it is clear that a learning program of enrichment must *do* two things: (1) provide experiences which lead to an increase in the number of facts and concepts mastered, and (2) help the learner to formulate valid generalizations—that is—it must lead the learner to discover relationships which are essentially principles and to formulate them in terms familiar to him.

With regard to acceleration, it is relatively easy to see that here the characteristic element is speed—the rapidity with which the learner acquires one or both of the enriching factors listed above. Unfortunately, in a graded system such as is found most often in our public schools, the term *acceleration* has been unduly narrowed in meaning so that now it suggests only rapid promotion or “skipping,” without reference to either the number of concepts acquired or the depth of insight gained into essential relationships.

A program of enrichment is essentially acceleration because it aims at increasing the learner's mastery of both facts and concepts and, more important, at helping the individual to gain insight into the relationships of these facts and concepts. This is more clearly seen when one realizes that the product of an enriched learning program is, at any given level, knowledge, comprehensions, and insights which are usually not acquired until a later level of mental development has been reached. The acquisition of this deeper insight, then, actually amounts to an increased speed of mental development and



is thus acceleration. The differences between enrichment and acceleration, as we have unfortunately come to understand the latter term, are therefore superficial rather than exclusive. The former concept necessarily includes the latter, while the reverse is not true.

Enrichment and Transfer

The goal of all education, whether formal or informal, is the *adaptation* of that which has been previously learned to subsequent situations and problems which vary markedly from the original. This adaptation of learning is what "transfer of learning" means essentially and is thus the goal of all education.

In spite of the shibboleth that "education is life" and the perhaps mistaken inference that the business of the school is to teach the child to live only presently, we must expect pupils to be able to make use of, and to apply later in life the ideas and understandings which have been acquired during school days. If we did not expect this, we should be forced to believe that "school" days are never over—that the learner, in order to cope with the problems of his daily living, must spend the rest of his life being taught either formally or informally how to live in an ever-changing present. Obviously, we do not believe this, nor do we intentionally aim at such learnings which, at best, are only temporarily useful. We expect, whether we admit it consciously or not, and we teach for the transfer of learnings.

Research in this area, in spite of early misinterpretations of the findings, clearly indicates that only perceived relationships or principles—insights—are transferable. The implications of the newer understanding of the conditions of adequate transfer are quite clear. To insure the maximum amount of transfer, learnings must be basically *insightful*—involving the apprehension of relationships in factual data and the formulation of such

perceived relationships into meaningful generalizations by the learner. Problem situations that are either essentially *force-cue*—leading to conditioning, or *hidden-cue*—leading to trial-and-error learning should be definitely subordinated.

The intellectually gifted child, because conceptual thinking is closely related to intelligence, is more capable of *perceiving relationships* and of making sound generalizations than are others. The ideal learning situations for him especially are those in which all relevant cues are available, requiring only that he perceive them in their most meaningful relationships. We, as teachers, then, can insure the maximum amount of transfer in the gifted child by helping him to grasp the *essential nature* of the things he learns and to gain insight into their basic relationships. We must not only expose him to the fact, but must also endeavor to lead him to discover the underlying principle. To the extent that we realize this aim, together with that of developing the pupil's skill in valid thinking,¹ will we produce a program of learning that is truly enriching.

The second major objective in the teaching of gifted individuals, then, is to improve the quality of their thinking. The guiding principle here is the definition of good thinking as, first of all, logical—a trait which stems from an awareness of the nature of validity as well as from an appreciation of the value of evidential data. A second criterion of "good" thinking is that it be creative—a trait which results from a realization that variation in the approach to the solution of problems is both possible and desirable as long as logicity remains. In addition to this understanding of the essentials of accurate thinking, one needs a mastery of the techniques that are necessary to reach valid inferences

¹ No effort is made here to distinguish valid thinking from "creative" or "critical" thinking. It would seem that whether essentially creative or critical, thinking, if it is to be accurate or reasonable, must first of all be valid.

and well-grounded generalizations. Thus, the learning environment of gifted children should provide every opportunity for them to acquire three things: (1) the necessary understandings of validity, (2) the techniques of logical thinking, and (3) the willingness and habit of considering newer and original approaches to the solution of problems.

A third goal toward which the teacher of the intellectual gifted must strive is increased pupil ability and skill in both oral and written expression and in problem solving.

Lastly, an attempt should be made to develop a keener sense of individual responsibility to society. This aim might be realized through the teacher's constant emphasis in every learning situation on this paramount fact: *the greater one's talents are, the greater are his opportunities and duties to employ these talents for social as well as individual enhancement.*

Content

In order to realize these objectives, it will be necessary for the children and their teacher to go beyond the mere acquisition of facts. They must, as we have seen in our analysis of enrichment, seek to understand the *real* meaning of things—to grasp the basic relationships as they exist and in doing so, understand the principles involved in any learning. These meanings and principles will then serve as the *enriching content*. An illustration might prove clarifying. In the area of arithmetic, instead of being content with gaining skill in the process of division or even with the understanding of the general nature of division, the pupil's learning can be enriched by his gaining insight into the difference between dividing by a whole number and dividing by a fraction. Through an analysis of both processes, one discovers that if the divisor is a fraction, he is actually finding out how many *parts* of a *given size* there are in a certain quantity. On the other

hand, if the divisor is a whole number, it becomes clear that one is finding out just what *size* each of the given parts of a certain quantity will be with respect to unity.

Similarly, in the social studies area, particularly in history, the primary purpose should not be merely to memorize factual data, but to relate or integrate them into some coherent pattern that will reveal causal relations. An example of this attempt to go beyond factual knowledge may be seen in the following description of a learning task.

It is a matter of simple fact that the first union formed by the United States was a confederacy which soon gave way to a stronger federation. Our main problem with regard to this historical fact is not merely to know it, nor to understand the essential difference between the two types of unions. We are, instead, more concerned with those conditions which led to the successive formation of each type. Further, and perhaps even more important, we are interested in relating those early causal conditions to those which exist today. Thus, attention is directed to problems similar to the following: "Are there conditions today within the United States rendering yet unsettled the question as to whether or not the best democratic government is a confederacy or a federation?"

If both sides of this question are explored, deeper insight into the meaning and implications of these particular historical facts will be possible. Such insights should characterize the learning content of the curriculum for the gifted. If this approach to learning content permeates all teaching efforts, no matter what the subject matter, it will become quite apparent to the pupil that the arriving at the correct answer to any problem situation, while greatly desirable, is not the real test of the success of his learning experience. Rather, he will grow to appreciate the fact that it is one's methods and his

reasoning behind his conclusions that are of far greater significance for the solving of present and future problems.

Method

Finally, in order to insure that the learning content of the experiences of a gifted class will be meaningful, formulated into simple pupil-made generalizations and thus transferable, the teacher should employ a method which makes ample provisions for discussions based on research activities which have been motivated by problem situations. The following steps might characterize this teaching method:

Step 1. *Thesis*—the pupil is required to take a position or stand with respect to some previously learned factual data.

Step 2. *Justification*—through the Socratic Method of questioning, the pupil is forced to support and defend his position by presenting sound arguments. No position or conclusion is arbitrarily labeled incorrect or inadequate because it does not agree with that of the class or teacher. The sole determinant of the adequacy of a pupil's position or conclusion is *his support* of that position or conclusion—the soundness of his thinking.

Step 3. *Generalization*—the pupil is encouraged to discover a pattern in the factual data and to express this pattern as a simply worded generalization.

Step 4. *Application*—the pupil is encouraged to apply and test newly formed generalizations through individual projects and experiments.

Summary

We have seen that if the intellectually gifted are to receive a special and therefore different type of education, this difference in training must logically reside in that aspect of the pupils which sets them apart from others. Inasmuch as the primary distinguishing trait in such individuals is their intellectual acumen, it follows that

their education must be essentially intellectual. It must be remembered that this primacy of the intellectual phase of the child's development does not, in any way, preclude his social and emotional growth, nor his mastery of practical skills.

Thus, the educational goals, the learning content, and the method of teaching gifted individuals should be basically intellectual. Four intellectual goals were cited:

1. The enrichment of the learner's understanding—viewed as essentially the gaining of deeper and more meaningful insights because of one's apprehension of more complex relationships.

2. The development of a pattern or approach to thinking which is first of all logical and then creative and critical.

3. The growth in the ability to express one's own ideas and thinking both in oral and written forms, and an increased facility in the solving of general life problems.

4. A greater appreciation of one's social and individual responsibilities as being directly proportional to his intellectual talents.

It was suggested that the realization of these intellectual goals will depend to a large extent upon the nature of the concepts acquired by the pupil. If these concepts are basically insightful—consisting of the perception of relationships, the resulting mental development will be characteristically intellectual.

One method of teaching which might insure the desired outcome was cited as the Socratic Method—a procedure in which the pupil is constantly required to support through the presentation of arguments his own positions with regard to various factual data and issues. Such a method, we have seen, pre-supposes a wealth of pupil activity, first, in his search for facts and relationships, and second, in his application of those perceived understandings to many problem situations in which he is personally interested.

By Edward J. Shelton

PUTTING PARENTS THROUGH SCHOOL



Ann Richardson, student guide, assists parents in finding classrooms. Left to right: Eric Taylor, Mrs. Sadie Frakes, Mrs. Margaret Privett, Miss Richardson and Mrs. Christine Hill.

Caruthersville High School observed American Education Week last year by having a parents' night, a project so successful in the eyes of the administration, teachers, and parents that we feel it must become an annual affair. We also feel that if other schools have not used this method of observation, they may wish to try it.

The parents' night was planned by a committee of teachers appointed by the principal, and the plans were approved by the entire faculty.

Publicity of the project was handled through the local newspapers and radio station, by the students, and by letters to all of the parents. This publicity started in the local newspaper two weeks prior to parents' night, and it gained momentum by the other devices as the date came nearer. Announcements were made to the students in homerooms, assemblies, and over the intercom in reference to parents' night, and they were urged to encourage their parents to attend. To create a little competition a prize was awarded to the homeroom having the best parent representation.

The letters were mailed in order to reach the parents from three to five days prior to parents' night. The purpose of the letter was to give each parent a special invitation and to explain to them the reason for having such a night.

The organization of parents' night was quite simple. During the homeroom period preceding parents' night every student was asked to fill out his schedule on a form made for this purpose. The form had space for the student's name, period numbers, classroom numbers, floor, subject, and teacher. The completed forms were kept in the possession of the homeroom teacher until that night.

Two student organizations, the Honor Society and Future Teachers Association, were asked to serve as student guides for the parents. During a meeting of these organizations, students were assigned to outside entrance ways and stairways and as helpers for homeroom teachers. Each of these students was given a schedule of the classes so that he could become familiar with them and could give information asked for by the parents.

The parents were asked in the letter of invitation to be at school at 7 P.M. and to go directly to their child's homeroom, where they would pick up their schedule to follow. The teacher called the roll, gave out the schedules, and with the aid of the student helpers, made large name plates for each parent. They were also oriented as to classroom numbers, etc. All of the teachers wore name plates.

An announcement was made by the principal from the office on the

intercom welcoming the parents to school, explaining the time schedule we were to follow, and inviting them back to see their teachers at a later date.

The schedule was set up to allow fifteen minutes in each classroom and five minutes between classes. Although this might seem too long, those who were interested didn't seem to think so. We didn't want to cut the time so short that the parents wouldn't have an opportunity to ask questions.

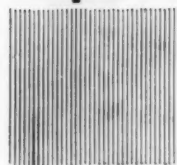
If some parents couldn't be at school by the end of the homeroom period at 7:15, they were urged to come anyway and were told to pick up their child's schedule at the main entrance of the building. All of the schedules that were not claimed in the homeroom were sent to this location.

Teachers were given suggestions as to what to talk about, such as objectives of the course, how they were going about reaching these objectives, and how parents could help. Not only were teachers asked to give parents an opportunity to ask questions, but to let them know when they were available for later conference.

Favorable comments were expressed by parents, teachers, and students. Not only did the parents become acquainted with the teachers and the school, but learned (See Parents Thru School P. 41)

Japanese High School Pupils

Pay Strict Attention to Studies*



Report on Boys

"Homework — during summer vacation?"

Japanese students in junior and senior high school get enough homework to keep them busy three hours a day, six days a week, all summer long. They do it, too.

"How often do boys go out on dates in high school?"

High school boys seldom go out on dates because they have little time for anything except study. Study is the key to success in Japan. To be an ordinary success, a boy must go to some college. To be a real success in life, he must graduate from one of the top universities, like Tokyo University. To go to a famous university is the only way to get choice jobs and sure advancement. All boys know this. They also know that the only way to get into the famous universities is to do better on the college entrance examinations than the other students. Five or fifteen students will compete through examinations for one opening in a famous university. So, students will study very hard to prepare themselves for the all-important college entrance examinations.

"Is it easier to go to school in Japan than in the U. S.?"

Here is the schedule for a typical boy in the 12th grade, taking a college preparatory course: Each week he has 5 periods of English translation, 3 of English Composition, 1—English Grammar, 3—World History, 3—Biology, 2—Physics, 2—Chemistry, 4—Analysis I, 3—Analysis II, 2—Japanese History, 2—Japanese Classics, 2—Japanese Language, 1—Chinese Lan-

guage. Total: 34 hours a week, including 4 hours on Saturday plus 2 to 3 hours of homework!

Report on Girls

"What do you mean—the boys are too busy to date girls?"

Girls in the public schools don't have to bother getting ready for dates—they don't have any. The prettiest girl in school may be admired by all the boys, but what young man has time to waste on girls when he must prepare for the all-important college entrance examination? Anybody can go out with girls, but only the best boys in school can pass the exams of the famous universities—a man had better spend his time on the important things in life: homework and study.

"Then do the boys just ignore girls and forget about them?"

Nooo—but in grade 10, boys and girls do not talk much with each other and almost never have dates. In grades 11 there is much talk with girls, but almost no dates. And the senior boys almost all talk with girls, but there are still very few dates in the public schools. However, in the private senior high schools that are attached to a college, about half the students date, as no examination is needed to enter the college to which it is attached.

"What kind of games do the girls play?"

While the boys are playing baseball, soccer, volleyball, table tennis and going out for track, the girls like softball, volleyball, tennis and pingpong. Table tennis is the most popular game in the indoor months. During summer, swimming is the national sport.

Report on Correspondence

Individual students, and classes

of students, can exchange photographs, art work, school newspapers, 35mm color slides of school activities, yearbooks, cooking recipes, dress designs and letters by sending them to Japanese students in care of Mr. Goto, Tokyo Board of Education, Tokyo, Japan. Tell what you would like to exchange with Japanese boys and girls. Enclose with whatever is sent: 1—your name; 2—your grade in school; 3—your address.

Report on Teachers

"You mean a teacher is *somebody*?"

Teachers receive so much respect that: Students stand up whenever the teacher enters or leaves the room. Students never challenge the teacher's authority. Parents listen very carefully to everything the teacher says.

"Do Japanese teachers work as hard as U. S. teachers?"

Tokyo teachers face 60 pupils in class, from grades one up through junior high school; in senior high they have it easier, with only 50. They work at school from about eight in the morning to four in the afternoon, Monday through Friday, but they also come back on Saturday for four hours. The teachers get a rest, though, when it comes to student activities because there are few. And if the work becomes too heavy or is unfairly distributed, teachers can inform the powerful teachers' organizations, which have a strong voice in the law-making bodies.

"I suppose women do most of the teaching in Japan, too."

No! Teaching is a man's job. There are three men to two women in elementary school, and in junior and senior high, women teachers become scarce. In college, a woman professor is rare.

*Article courtesy Paul's Photos, Chicago, Ill.

Items of Interest

Robert Carroll, a former teacher at Morehouse, is now doing graduate work at the University of Missouri.

Elva Hancock of Steelville has accepted a position in the Mexico schools.

Harvey D. Welch, member of the Washington faculty last year, has resigned to accept a position in the Pattonville highschool.

Mrs. Carlene Barte, third and fourth grade teacher at Renick, is now employed at Centralia.

Aubrey Britt, instructor in the Calhoun schools last year, is now employed at Slater.

Mrs. Beulah Winger of Clarksdale has accepted a position in the Cameron system.

Mrs. Nancy Hopson has been employed at Grandview R-2, Jefferson County. She taught at Hillsboro last year.

Mrs. Orleen Kobert has been employed to teach home economics in the Doniphan system.

Oma Garrison, teacher at Steelville last year, has accepted a mathematics scholarship at Washington University.

James H. Hall, safety officer for the Springfield Public Schools, is now serving on a national curriculum production committee in driver education.

Margaret Handley, a commercial teacher in the Cameron High School, is this year serving in a similar capacity at Riverview Gardens.

Ida Totzky, a teacher for several years in the Plattsburg Public Schools, has resigned to accept a position in the Gower System.

Mrs. Glee Graham, a teacher in the Nash School north of Bedford, Iowa, is now teaching the first grade in the Sheridan System.

Mrs. Loyd Wilson has been appointed to teach in the Naylor School of the C-2 School District of Audrain County.

Maxine Stewart of New London is the new teacher at the Goodwater School in the C-2 School District of Audrain County.

Stanley Darr has been employed as coach in the Ellington High School. He is a graduate of this school.

Mrs. M. A. Coe Johnson has retired after 42 years of teaching in the rural schools of Missouri. Pupils of the Lawson School, Centralia, presented her with a handsome piece of luggage at the close of her career.

James A. Gipson, commercial instructor at Cartersville, has accepted a position in the Mountain View schools.

Harley Barnes, science instructor, East Prairie, has accepted a similar position at Oran.

Charles Smith, physical education and social studies teacher at Bonne Terre last year, is now in the Parkway school system, St. Louis County.

Shirley Held, a recent graduate of Central Missouri State College, Warrensburg, has been employed to teach music in the Corder highschool.

Shirley Kelley, vocational home economics teacher at Hamilton, has resigned to accept a position in the Galatin schools.

Mrs. Ruby Love of Centralia is now teaching at Berkeley.

Leroy Barrows, elementary school principal at Carrollton for the past four years, has resigned to accept employment at the Center School, Kansas City.

Helen Stines has resigned her position at Cartersville to enter kindergarten work in the Joplin schools.

Eulalie Hagman Williams, Warren-ton, has been employed in the Kirksville system.

Mrs. Lilah Lineberry, Laclede, has been elected to work in the Sumner elementary school.

Robert Campbell has started his work in the Odessa system. He was at Slater last year.

Mrs. Erma Dempsey, Fair Play, is now teaching at Walnut Grove.

Margaret Rahm, vocational home economics teacher at East Prairie, has accepted a similar position in the Campbell highschool.

Albert Burr, driver training and mathematics teacher at Bonne Terre, is now employed in the Parkway system, St. Louis County.

Mrs. Helen Fuhr Frey of Higginsville has been employed to teach in the Corder system.

Kathryn Cole of Carrollton is now teaching in North Kansas City.

Pete Martin, Grenada, Mississippi, has been employed as agriculture instructor and coach at Williamsville, Mo.

Sami Saliba of Beirut, Lebanon, has been employed to teach history and social science at Southeast State College. He replaces James F. Kerrigan.

Lloyd Jorgenson, acting dean of education, University of Oklahoma, has been appointed to succeed Dr. William E. Drake, who was professor of education, history and philosophy at the University of Missouri.

Thomas Spragens, president, Stephens College, Columbia, for the past five years, has resigned to accept the presidency of Centre College, Danville, Kentucky. He will assume his duties about Nov. 15.

Mrs. Anice Franks, East Prairie, is now teaching the seventh and eighth grades at Williamsville.

Mrs. Ernestine Seiner of Bolivar is the new Polk county superintendent of schools. She succeeds Mose Voris who resigned.

Arnold C. Franklin, Jr., superintendent, Phillipsburg Consolidated Schools, for the past two years, assumed his duties Aug. 1 as head of the Richland school system.

Mrs. Adelia Waggoner of Forest City was recently appointed to succeed Mrs. Maude K. Young as county superintendent of schools of Holt county. Mrs. Young resigned to accept a teaching position in the St. Paul, Minnesota schools.

Leslie J. Chamberlin has been appointed budget and statistical analyst of the St. Louis public schools for this school year.

Bill Young is the new highschool principal at Richland.

Stephen G. LaMar, principal of the Burlington Junction schools for the past two years, is now superintendent at Pickering.

Mrs. Martha D. McClain, an instructor of girls' physical education at Palmyra, has accepted a position as girls' physical education instructor in the Queen's School for Girls at Ede, Nigeria. This is a Fulbright Teaching Grant sponsored by the United States Education Exchange Commission in connection with the State Department.

Mrs. Cleo Unterreiner, teacher of commerce at St. Mary's last year, has resigned to accept a position as teacher of art in the Ste. Genevieve elementary schools.

Donald W. Owen has been appointed by the Elkland board of education as vocational agriculture instructor.

Mrs. Ona McCullough, eighth grade teacher in the Elmo system, retired at the close of last school term following 26 years of service in the profession. Superintendent and Mrs. William Stone of Elmo held an open house in her honor last May.

Harold T. Downs, principal, Lockwood Elementary School, Webster Groves, was recently honored by a group of friends and former pupils who presented an oil portrait of the principal to the Webster Groves System.

T. Dean Adams of Rock Hill was honored near the close of last school term by staff members and friends on his thirtieth anniversary in the teaching profession. Dr. and Mrs. Adams were presented with a silver tray at a dinner meeting.

Paul Wells, a recent graduate of Maryville State College, is the new social studies and physical education instructor in the Sheridan highschool.

W. MacLean Johnson, president of Webster Publishing Company, St. Louis, has been elected a member of the board of directors of the American Textbook Publishers Institute. The A.T.P.I. is an association of publishers issuing all of the elementary, high school and college texts used by schools in the U. S. Mr. Johnson is also chairman of the elementary and high school section.

Luther F. Blackwell was honored by the Desloge PTA at the close of last school term when he retired as elementary school principal following 39 years of service. The honoree was presented with gold initial cuff link and tie clasp set and a one hundred dollar bill by the president of the PTA.

Kenneth R. Ausmus, coach at Maysville for the past five years, is now serving as a teacher of mathematics and assists in coaching of all sports in the Cameron High School.

L. D. Clemons, superintendent of the Wheaton Public Schools for the past eight years, resigned at the close of last school term to accept employment with an oil company. Ordell Sholl, superintendent of Harrisburg Public Schools, succeeds Mr. Clemons as the Wheaton Superintendent.

Justyn L. Graham, principal, elementary school, Savannah, reports this district held a very successful art and science display near the close of last school year. The display was attended by many of the parents and patrons of the school district.

Charles Myers, superintendent of the Union Star schools, resigned his position at the close of last school term. He has been succeeded by Eugene Ceglenski, highschool principal in the Union system. In 1929 Mr. Myers began a six-year period of service as state school supervisor for the State Department of Education. Later he was superintendent of schools at Braymer and during the last war he was associated with the American Red Cross.

Donald E. Sater, superintendent of the Pierce City schools for the past four years, has resigned to accept an assistantship at the University of Arkansas where he plans to complete his last year's residence on the doctorate degree.

Philip C. Krueger, University City, has been awarded the E. M. Carter Memorial Award by the University of Missouri. This scholarship award is made possible by the Missouri State Teachers Association.

Mrs. Shirley Kelley has been appointed vocational home economics instructor at Gallatin.

Myrna Groce, formerly at Callao, is now teaching at Raytown.

Mr. and Mrs. J. G. Edwards of Russellville are now employed in the North Kansas City schools.

Hardin Van Deursen, associate professor of music at the University of Kansas City, has been appointed governor of province 19 of the national music fraternity, Phi Mu Alpha Sinfonia.

Charles Davis has been employed by the Salisbury board of education to teach industrial arts.

Tom Rogers has been employed by the Fordland board of education to teach music.

Virginia Duncan, Stewartsville, has been employed to succeed Mrs. Anabel Brown at Osborn. Mrs. Brown has moved to Kirksville.

Harry E. Smith, elementary principal, Taylorville, Ill., has been appointed principal of the Hudson School in Webster Groves.

James and Martha Eden have been employed by the Francis Howell high-school board of education. Mr. Eden

will teach vocational agriculture classes. Mrs. Eden will be instructor in vocational home economics.

James Donald Baker, pastor of the Drexel Baptist Church, resigned his position and became director of public relations on Aug. 1, Southwest Baptist College, Bolivar.

David A. Punch, teacher of the fifth grade at Robertson School, Springfield, for the past two years and formerly a St. Louis County principal and superintendent, has been appointed principal at the Berry School in Springfield.

Lois Slaybaugh has been appointed fifth and sixth grade teacher in the Linneus elementary school. She succeeds Mrs. Myrtle Still who resigned to accept a similar position in her home town of Bucklin.

Russell Allen, superintendent of the newly reorganized school district Westran, located in West Randolph County, reports the district is planning to build a central building to house grades 7-12. Architects have already been employed. The new organization includes Clifton Hill, Huntsville and 14 rural districts.

Betty Smith is teaching home economics and vocal music in the Neelyville highschool.

Arthur H. Dorlag, associate professor of speech, Southeast State College, has been granted a one year leave of absence to lecture in speech in the University of Wisconsin.

Audley Grossman, a graduate of the University of Minnesota, has been appointed by the board of regents of Southeast State College to replace Dr. Dorlag in the speech department.

Ward Ankrum, director, audio-visual services, Stephens College, Columbia, has resigned to accept a position as associate professor of education, Henderson State Teachers College, Arkadelphia, Ark.

Wensey Marsh, program director for the Boys' Club in Springfield for the past year and formerly superintendent at Fair Grove, has been employed as director of the placement bureau at Southwest State College, Springfield. He succeeds Mrs. Mary Robinette who began her duties in the mathematics department at the college this fall.

Marjorie Creech, Warrenton, is now teaching at Hawk Point.

Mrs. Mari Criss has resigned her position at Hamilton and is teaching at Cameron.

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COMMUNITY

Mrs. Grace Henry, Laclede, is now teaching in the Brookfield junior highschool.

Mrs. Lillian Winton, teacher in the Fair Play highschool, has accepted employment in Morrisville.

Calvin Deck, English instructor in Laredo last year, is now teaching in this field at Wheeling.

Arlene Schuman is serving as arts supervisor at Center highschool, Kansas City.

Bessie Link, commercial instructor from Liberal, has been employed in the Carterville system.

James Rahm, formerly vocational agriculture instructor at East Prairie, is the new highschool principal at Campbell.

Orville Cokerham, Laclede, has been appointed by the Meadville board of education to work as a teacher.

Nels Joesting, principal at Clarksdale for the past three years, has accepted a position in the Hardin system.

Matthew M. Bridge, mathematics teacher at Hillsboro for the past two years, has accepted a position at DeSoto.

Ned Crain and Wilma Crain of West Walnut Manor has accepted employment in the Parkway school.

R. E. Taylor and Irene Taylor of Archie are now serving in the Weston system.

Max Mathis, a teacher in the Pierce City schools last year, is now working toward a doctorate degree at the University of Arkansas.

Larry Thompson, vocal and instrumental music teacher last year at Renick has accepted a position at Huntsville.

Gilbert Burrows, science and chemistry teacher at Seneca for the past nine years, has resigned in order to accept a \$5,000 scholarship through the National Science Foundation Program making it possible for him to work on his master's degree at Oregon State University during this year.

Rommel Billingsley, a former teacher at Mammoth Springs, Ark., has been elected to teach highschool mathematics at Doniphan, Mo.

Lester Purdom has returned to teach following 15 years as a Missouri conservation agent. His position is in the Jenkins school, Barry County.

Shirley Jean Branson, science teacher in the Elvins highschool for the past two years, is now continuing her work in the Centralia highschool.

Faith Howard is this year teaching English and social studies in the Fordland highschool.

Linda Lea has been elected by the Fordland board of education as the fifth grade teacher.

Barbara Lee Stenzel, a graduate of Stephens College and the University of Missouri, has been employed to fill a vacancy in the Centralia highschool.

Gladys Queen resigned her position in the Hillsboro schools to accept employment at the Fox School, Arnold.

Duane Neeley is now at Meadville. He taught at Laclede last year.

Vaughn Henderson, commercial instructor at Clarksdale, has moved to Hardin.

Roscoe Brewington, teacher at Hillsboro last year, is now serving at House Springs.

Mrs. Estelle Winkler, elementary teacher in Lexington last year, is now employed as librarian in the Liberty system.

A. Dale Tucker, New Bloomfield, is now shop instructor at Auxvasse.

Ronald Beasley of Cole Camp is now teaching at Strafford.

Sam Wallace, superintendent of Braggadocio schools, has reported that there has been no change in the personnel in the school faculty for the past five years. This is probably a record during these times.

Mrs. Pansy Pfeffer, Mrs. Elsie Cooper and Mrs. Jo Thornborn, all teachers in the Leeton system last year are now employed at Windsor.

Mrs. Dorothy Siekmann, elementary teacher at Clarksdale, is now teaching at Gower.

Mrs. Nancy Chick of Hillsboro has been employed in the DeSoto schools.

E. Cave Barrow, a teacher in the University City public schools since 1944, was recently appointed to the newly created position of co-ordinator of personnel services for this school district.

Rommel Billingsley of Mammoth Springs, Ark., is the new teacher of mathematics in the Doniphan highschool.

Tuscumbia Provides Community Scholarship

Last year Tuscumbia's student council set as its objectives the securing of lockers for the highschool, providing a \$350 community scholarship to some deserving senior who needed financial help to enter college and the erection of a fire escape.

The council was successful in completing two of these objectives—the securing of lockers and providing the scholarship. It is anticipated that the third objective—the completion of the fire escape—will be made this year according to Superintendent L. L. Cage.

In setting up the plan to secure funds for financing the community scholarship the student council asked that many people contribute small amounts preferably from \$3 to \$25. The plan proved workable with most of the contributions received ranging from \$5 to \$10. Contributors agreed that they will make at least as large a contribution for each of the next five years. This would tend to give permanency to the community scholarship.

Principles to cover the awarding of the scholarship were formulated by two representatives selected by each of 11 civic clubs and organizations in the Tuscumbia community.

The following principles evolved as a basis for the awarding of the scholarship:

- (1) The applicant must have been a student of the Tuscumbia school at least three semesters.
- (2) The applicant's parents must be unable to fully meet the financial needs of the applicant while in college.
- (3) They must pass the College Aptitude test and must enter a school fully approved by the University of Missouri.
- (4) The applicant will receive \$200 for the first semester of college and \$150 the second semester.
- (5) The applicant must have a statement from the highschool faculty that he or she can do creditable college work.
- (6) The awarding of the scholarship is on the basis of scholastic achievement, good character and financial need.

Curtis Musick who was awarded the first community scholarship has entered Lincoln University, Jefferson City.

Reid Goforth, principal of the Tuscumbia highschool, was sponsor of the student council last year and this year's work will be continued under the supervision of Victor Luetkemeyer, a highschool teacher.

Superintendent Cage believes the broad base of interest exhibited by the community in providing the scholarship will prove that this is a plan workable in most any community.

\$22 DUES VOTED BY CALIFORNIA TEACHERS

The California Teachers Association by action of the State Council of Education has increased its membership dues from \$12 to \$22 per year for each member.

The dues increase which was voted last April becomes effective January 1, 1958. Its purpose is to continue the present program of the California Teachers Association and expand its services.

SEE, HEAR AND ANNOUNCE THESE PROGRAMS

NEA, NBC, the U. S. Department of Health, Education and Welfare, and the U. S. Office of Education are hatching one of the biggest television and radio projects ever undertaken by a radio and television network—a six-weeks "Know Your Schools" series to be kicked off the weekend of October 12-13 in eight major cities, including New York, Philadelphia, Washington, Hartford, Buffalo, Chicago, Los Angeles, and San Francisco.

Dedicated to informing citizens on "just about the most important business in America—the education of its future citizens"—the series will contain many local program features, special events, spot announcements and heavy publicity, all geared to spotlighting-in-depth schools' problems and achievement. Smash finale to the series will coincide with observance of American Education Week, November 10-16.

Subjects which will be scheduled tentatively for airing include school-room shortages, the squeeze on higher education, how to make teaching more attractive in terms of salary and prestige, school financing, dropouts, gifted children, and others.

In addition to serving the public in the eight cities, NBC will document "Know Your Schools," and make it available to radio and television stations throughout the country.

During the month of September more first-rate national TV and radio programs were devoted to headlining schools and teachers than at any time in the past. Major networks NBC-TV, ABC-TV and CBS Radio each produced top-notch features.

Teachers and administrators should alert in advance their communities to these programs and then be sure to write a thank-you note to the folks who are making them possible—the executives, producers and personalities of the radio and TV industry.

The National Education Association through its permanent TV-Radio office in New York City headed by broadcast executive Richard Krolik is playing a significant role in this greatly expanded program in the information and mass communications field.

PAMPHLET ADVOCATES 'BEHAVIOR' TEACHING

"Modern Education and Better Human Relations" is a recent Freedom pamphlet dealing with the kind of education needed to develop the whole child, particularly in relation to expanding his character beyond prejudices toward minority groups.

The 23-page pamphlet, written by William H. Kilpatrick, professor emeritus of the philosophy of education at Teachers College, Columbia University, stresses behavior as the basis of learning and the educational method to defeat prejudice.

The pamphlet may be obtained for 35 cents from the Anti-Defamation League of B'nai B'rith, 515 Madison Ave., New York 22, N. Y.

RADIO PROGRAMS A SCHOOL BULLETIN BOARD

Six years ago the Poplar Bluff School System perked up its collective ears at the size of the radio listening audience and one, Mrs. Mickey Bloodworth, asked how can the school use this link between school and community?

Superintendent George Loughhead became interested and asked Mrs. Bloodworth to work on the idea as newly appointed Visual Aid teacher.

Within weeks, the Poplar Bluff School System had a regular twice a week half-hour program sponsored by the Blakeney Dairy, named by contest among parents as the "Bulletin Board," and carrying the school into the hearts of the townspeople. This statement is verified by the radio station through responses of approving letters and telephone calls.

Basically, it is the information source of all school news and the programs are as varied as the classroom situation is varied. Most of the programs are "live" and cover everything from spelling contests to drama to slap-stick. The community has come to consider the "Bulletin Board" as representative of school as the football stadium.

There is a friendly competition among businesses which hope to sponsor this ever sparkling, ever new radio show, and at present, the State Bank is footing the bill, with C. W. Knuckles as new Visual Aid Instructor while Mrs. Bloodworth is away learning more ways to sell the school LONG.

Poplar Bluff knows the school belongs to Poplar Bluff. The parents listen in case Joe or Mary is on the program today. The "kids" consider being on the radio as big an honor as making the team in anything else. The teachers recognize the value of this direct communication with patrons and use their radio time in such a way as to show the fact which everyone knows but sometimes forgets—School is the core of the community and is doing a magnificent job.—Ruth King

KMMO Schedules Program Series

Radio Station KMMO of Marshall, Mo. is airing a series of transcribed programs furnished to the station by the Missouri State Teachers Association.

Beginning on August 1, the programs are being aired each week on Thursday at 2:15 p.m. according to Fred Miller, Program Director for KMMO.

The series which will be concluded on October 24, 1957 include the following titles: The Line Is Busy, Strand of Thread, The Kindled Spark, Threshold, The Goal Beyond, Tomorrow Won't Wait, Passing of the Hickory Stick, Yes, Mr. Walker, Runaway, Listen, Judy!, Search for Trouble, Premium for the Teacher, and A School in Trouble. Has your radio station broadcast these programs?

COLLEGES GET FINAL FORD GRANT

Seventeen privately-supported colleges and universities in Missouri recently received checks totaling \$3,458,500 as the Ford Foundation's second and final payment under its program to help raise faculty salaries.

The sum represents approximately one half of a 6 million dollar appropriation voted by the Foundation in 1955. Initial payments were made in July, 1956.

Each of the 17 institutions was granted a sum approximately equal to its undergraduate instructional costs for the 1954-55 academic year. This sum will be added to the institutions' endowment fund and the income from it applied to increase faculty salaries. After ten years the principal sum may be used either for further salary support or for any other academic purpose.

Following is a list of the Missouri colleges and universities which received final payment under the Ford Foundation's program.

Central College, Fayette, \$80,000; College of St. Teresa, Kansas City, \$44,500; Culver-Stockton College, Canton, \$56,000; Drury College, Springfield, \$97,000; Fontbonne College, St. Louis, \$78,500; Lindenwood College for Women, St. Charles, \$102,000; Maryville College, St. Louis, \$57,500; Missouri Valley College, Marshall, \$66,500; Park College, Parkville, \$66,000; Rockhurst College, Kansas City, \$96,000; St. Louis University, St. Louis, \$611,000; Tarkio College, Tarkio, \$47,000; University of Kansas City, Kansas City, \$144,000; Washington University, St. Louis, \$716,500; Webster College, Webster Groves, \$73,500; Westminster College, Fulton, \$56,500; and William Jewell College, Liberty, \$93,500.

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ge, Liberty,

Yours FOR THE ASKING!

This is your column. It contains offers of many educational materials not available in other magazines. Watch for it in each issue. Order items you can use before supplies are exhausted. For fastest response, write directly to the advertiser—or use the convenient coupon below.

41. **Classroom Wall Charts** A set of three graded charts on railroads, 22x34", in color, file folded, with lesson plans. One set per classroom. (Association of American Railroads)
42. **Highways to History** is a wall mural eight feet wide, in full color, showing beautiful photographs of 10 historically famous places in America. Includes an eight-page lesson topic, which takes your class on tours to America's best-loved shrines. If additional lesson topics are desired, jot down the number you need—not more than 15 to a classroom, please. (Greyhound Lines)
43. **Catalog** of books on Counseling, Guidance, Bible Study, Music and Plays, plus other subjects of special interest to Bible students. (Muhlenberg Press)
44. **Army Occupations and You** A well-indexed handbook (312 pages) of the Army's ten occupational areas, with related civilian jobs. Designed to help young people plan their careers. Intended for guidance counseling work with students and reference for both. (Department of the Army)
45. **Military Guidance in Secondary Schools** Written especially for the use of principals, guidance counselors, coaches and teachers. A source book of ideas and suggestions which will assist in tailormaking the military guidance program in the light of student needs and local resources. (Department of the Army)
46. **Catalog** "Handicraft Materials," listing low priced project ideas for such items as stained glass windows, ceramic or plastic mosaic tiles, wooden boxes to be decorated, even ideas for using ice cream sticks. (Cleveland Crafts Co.)
51. **Brochure** "Honor Your Partner" gives a synopsis of the nine albums making up a complete course in square dancing for primary grades through

adult groups. (Square Dance Associates)

4. **"Music For Every Child"** folder gives full information on Harmony Band Instruments which makes it possible for children as early as the first grade to play three-part music from the first lesson on. (Handy Folio Music Company)

9. **Graded Catalog** of children's books and Classified Catalog of books for high school libraries. (J. B. Lippincott Company)

11. **Catalog** of flannel boards and dozens of felt cut-out sets for all grade levels—first grade through high school. (Jacrona Mfg. Company)

16. **List** of hard-to-find teaching material aids assembled by teachers for teachers. Whether you need samples from the farm, forest and mines or inexpensive science materials and arithmetic devices, you will want this list of reasonably priced aids in your file. (Practical Aids Company)

18. **Folder** giving complete information on project wall maps. Gives in detail the teaching features of these maps and how to use them in the classroom. Miniature reproductions in color are shown. (Follett Publishing Company)

20. **Correlation Guide and Catalog:** A listing of titles broken down by Unit Study Groupings and by Grade Reading Levels. A quick reference—to help teachers enrich Unit Study, spark Remedial Reading and broaden Subject Areas. (Childrens Press)

26. **Five Point Protection for Athletes in Action.** Illustrates the important safety features built into Athletic Glasses. Shows why these glasses which are specially designed for rough treatment protect athletes all over America. Available in quantities. (Benson Optical Company)

35. **Booklet** "Your pupils can improve their writing too!" is a concise catalog of the aids to be used in teaching writing in grades 1 to 8. (Noble and Noble Publishers, Inc.)

39. **Worktext Catalog** lists Worktext, workbooks, teaching aids, texts, readers and library books. The fields covered are mathematics, science, reading, music, history, geography, industrial arts (drawing and shopwork), health and many others as well as many types of achievement, evaluation, and objective tests for specific needs. 80 pages. (The Steck Company)

APPOINTED COUNTY SUPT.

Mrs. Effie Kimbrough, a special education teacher in the Clinton public schools, has been appointed superintendent of the Henry County schools to succeed her husband who died August 22.

SEND FOR THESE NEW IDEAS—Use This Coupon!

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school year of
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Send me the items covered by the numbers circled. I indicate quantity desired where more than one copy is available. 3c is enclosed for each number circled.

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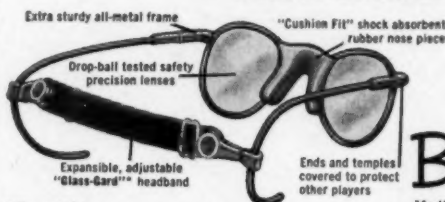
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MISSOURIANS PARTICIPATE IN EXCHANGE PROGRAM

Three teachers from Missouri are participating in the 1957-58 program of exchange teaching arranged by the U. S. Office of Education.

Mrs. Bertha B. Batts, Webster Groves High School, Webster Groves, Mo. has gone to Oslo. Her replacement is Edvard J. Fjaertoft.

Mary Z. Cantwell, Vogt School, Ferguson, is serving as an exchange teacher in the United Kingdom. Her replacement is Anne C. R. Kennedy, St. Mary's R. C. School, Coventry, England.

Charles S. Grippi, University City Senior High School, University City, Mo. has been granted a year's leave of absence to attend the University of Rome, Council on American Studies, Rome.

An opportunity is provided by this exchange program for the teachers of the United States and those of other nations to extend the frontiers of international understanding and goodwill throughout the world.

TO HELP YOU OBSERVE UN DAY OCT. 24

Special materials have been prepared by the United Nations that will give a passport to the big wide world for children and tie into the observance of UN Day, Oct. 24.

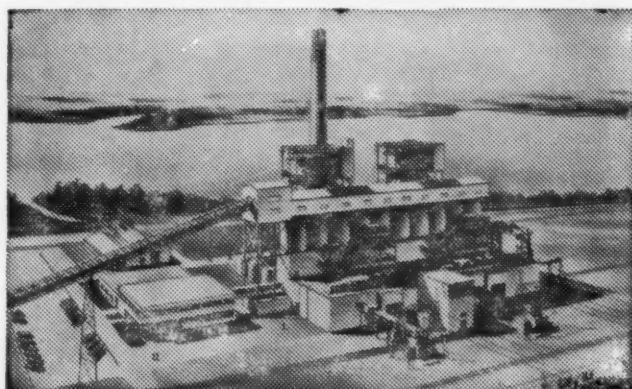
Two kits are being offered. One entitled "Hi Neighbor!" includes teaching manual for activities, posters and mats, visual aids, UNICEF brochures and project suggestions and quizzes. The cost for this material which will be useful for social studies, music, language arts and playground periods is \$1.00.

A new addition to the program this year is a 10 inch long playing record of songs and dances. These are on authentic renditions of folk music popular in the five countries represented, Guatemala, Iraq, Nigeria, the Philippines, and Yugoslavia. Dancing instructions are included in the price of the record which is \$3.00. There is a 20% discount for educational institutions.

The idea of the other kit is to build a program around Halloween time that is designed toward sharing instead of scaring. The UNICEF Halloween Planning Kit which sells for \$1.00 contains sufficient material for 25 youngsters.

Materials this year promote "The Trick is to Treat all the world's children." Halloween goblins are transformed into life-saving medicines and health giving milk and vitamins for youngsters in other countries.

To get your copies of the two above mentioned kits and the new record address U. S. Committee for UNICEF, United Nations, New York.



PATTERN FOR POWER

YEAR AFTER YEAR, Kansas City's pattern of growth has called for more and more electric power. And the site of Montrose Station, located 60 miles southeast of the Metropolitan Area, truly forms a "pattern for power."

This new steam-electric generating plant is scheduled to begin delivery of more power into the Kansas City Power & Light Company electrical system in the summer of 1958. The first turbogenerator — one of the largest ever designed and built for use in this section of the country—will have a capability of 175,000 kilowatts; the second unit, equal in size is planned for operation in 1960.

Montrose is an outstanding example of the long-range planning necessary to fulfill our responsibilities for meeting the expanding needs of our service area. It illustrates our continuing endeavor to provide ample electric power for all customers . . . in whatever amounts they may require it.

INVESTMENTS IN NEW PLANTS AND FACILITIES:

10 years, 1947-1956.....\$191 Million

4 years, 1957-1960 (Planned).....\$ 99 Million

KANSAS CITY POWER & LIGHT COMPANY

"Serving the Community Since 1883"

SIX FERGUSON TEACHERS TRAVEL ABROAD

Last year six of the teachers in the Ferguson-Florissant school district taught or visited foreign countries.

Three teachers gained experience from England. Miss Claire Kennedy, English exchange teacher with Miss Zita Cantwell, will be on the staff at Vogt school. Miss Kennedy is a native of Cumberland, who taught formerly in a secondary modern school in Coventry, England. Mrs. Ellen Chamberlain and Paul B. Koch spent the 1956-57 school year teaching in English schools.

Marguerite Jerzewiak, McCluer junior high physical education instructor, made an extensive visit to Poland. Mrs. Joan Westhoff, graduate of Missouri University, taught in Japan, and Mrs. Jean Weaver, a Murray State graduate, was a teacher in Frankfurt, Germany.

MSTA Buys Two More Films

Two new films for public relations use were recently purchased by the Missouri State Teachers Association.

The nation's long and often disappointing quest for satisfactory schools is traced in the historic film titled "Section 16."

During the 13½ minutes of screening time this film with authentic settings and costumes that recapture the spirit of Colonial America will take its viewers through periods of pioneering and expansion.

"The Challenge" is the second film having a screening time of 28 minutes. It presents the forthright summary of the National 1955 White House Conference on Education. It moves from the needs in education which caused the conference to be called to its purposes and what it sought to achieve.

One by one the six major issues of the conference are examined. Actual facts are reviewed, points of view are set forth, then the conclusions of the conference are presented.

The two above films are suitable for showing to civic groups, PTA and CTA meetings.

They bring to four the number of new titles recently added to the long list of public relation films available from your Missouri State Teachers Association. The other two films announced in the September issue were "Not By Chance," a teacher education presentation, and "No Teacher Alone," an NEA membership promotion presentation.

These films are made available by your Missouri State Teachers Association as a public service without charge. They are loaned to the user who is expected to pay only return postage.

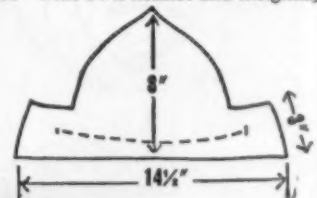


How to make this FIREMAN'S HELMET

GOING ALONG WITH YOUNGSTER'S DELIGHT IN PROJECTS THAT PROVIDE OCCASION TO DRESS THE PART, HERE'S INTRIGUING NEW APPROACH TO A SAFETY PROJECT.

Every girl and boy can be Fire Chief in own home. They can keep under their hats the rules that help assure Safety. They can make tour of inspection from basement, up, listing the fire hazards they have learned about in class. The parents will appreciate this. Wearing a helmet lends "official" look,

It's easy to make this helmet. On flexible cardboard, kind laundry sends back in shirts, trace shape of helmet from above pattern. Base 14½"; height 8". Cut curved line 1" from base, to fit head... Color helmet red. Decorate with insignia of own fire department. Keep in one piece. Cut around the outside. Bend back corners. Might use insignia of your local fire department or make up a "brigade" with own helmet and insignia.



Healthful, restful, satisfying!



Home after a busy day, see how refreshed the lively, delicious flavor of Wrigley's Spearmint Gum seems to make you feel (and is not rich or filling)!

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**Enrich Unit Study • Spark Remedial Reading
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A Baker
A Bus Driver
A Coal Miner
A Dairy Farmer
A Fisherman
A Nurse
An Orange Grower
A Pilot
A Teacher
A Train Engineer
A Zoo Keeper



Write for your **free** Correlation Guide and complete catalog of
Childrens Press books. Do it NOW.



Childrens Press Jackson & Racine, Chicago 7, Ill.

**PLAN MEETING HELD AT
BUNKER HILL RESORT**

Members of the Pulaski County Community Teachers Association met August 23 and 24 at Bunker Hill Ranch Resort for a teachers' plan meeting and workshop under the direction of County Superintendent J. H. Trippe.

Meeting in the Conference Room of Behrens Hall the group heard Virgil Davis of the Conservation Commission discuss conservation and Reverend Vincent W. Bucher, pastor of the Shannondale Community Church, lecture on "Nature and Christ."

C. E. Quesenberry, superintendent of the Dixon schools, gave a talk on records and reports required in the schools.

Importance of conserving natural resources was discussed by Claude Hibbard of the State Department of Education.

On Saturday morning following an hour of folk singing, Mrs. Rosemary Baker, first vice-president of the Missouri State Teachers Association, demonstrated methods on how to teach and lead children into a love for folk music—especially in its relation to conservation.

Reading readiness and the school lunch were other topics considered at the workshop.

**MANUAL EXAMINES
SCHOOL NEWS**

The manual, "Schools are News," will be of value both to the educator and the editor. The publication is divided into two sections, one which emphasizes the relationship between schoolman and journalist in their mutual job of interpreting the school to the community and a second part which proposes means of harvesting more reader interest out of school activities.

This 102-page booklet is a product of five years of research by the Michigan Communications Study.

The study originated at a joint meeting of the Michigan Association of School Administrators and the Michigan Press Association. This meeting revealed that there was much that could be improved in the relationships between the newspaper and the school, that school news as presented by the average newspaper was of inferior quality, and that there was very little known about how to create an informed public.

Research was conducted by examining Michigan newspapers to determine the quality and content of educational news. People were interviewed to find out what they knew and thought about schools and how they formed their opinions.

The manual may be obtained from the Bureau of Research and Service, College of Education, Michigan State University, East Lansing, Michigan.



**THIS YEAR LET'S MAKE
HALLOWEEN
A REAL FUN-TIME
FOR EVERYONE**

Halloween can be a happy time for everyone—boys, girls, mothers, dads, property owners—(and even the police)—if this occasion can be celebrated with supervised community activities.

Schedule a 16mm sound Halloween Movie Program made up of the finest cartoons, comedies and short subjects available. Running time of each program is approximately 45 min.—Rental \$10.50.

Mail handy order blank for one or more programs to:

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MUNITY

"A DESK FOR BILLY" PURCHASED BY CTA

The Jefferson County Community Teachers Association has purchased a print of the popular film "A Desk for Billie."

The film is in black and white according to Carl C. Kearbey, President of the Jefferson County Community Association.

GILCHRIST AND LATTA TO ATTEND CONFERENCE

Two Missourians are scheduled to appear on the program for "The American High School" sponsored by the University of Chicago in collaboration with the National Citizens Council for Better Schools to be held at the University of Chicago, Oct. 28-30.

"Innovations in the High School Curriculum" will be the subject to be used by Robert S. Gilchrist, superintendent of schools, University City.

Howard A. Latta, principal, Webster Groves High School, Webster Groves, will appear on the program to discuss "The High School and College Relationship."

Prominent educators and leaders in secondary education from many parts of the United States will appear on the program and be in attendance at the conference.

SPRINGFIELD PUBLISHES LITERATURE FOR PARENTS

Springfield public schools recently printed and distributed a pamphlet "The Growing Business of Educating Springfield's Children" and a folder "Report of Student Achievement in the Basic Skills" for the information of the patrons of the district.

The pamphlet dealing with enrollment trends is used to bring citizens up-to-date in regard to past growth, the present status, and the increased enrollment that may be expected up to 1966.

The publication makes clear that the demands for increased funds are increasing, that resources are leveling off and that beginning next year school expenses may be expected to be over and above anticipated income.

Parents and citizens will welcome the "Report of Student Achievement in the Basic Skills" and should applaud the Springfield system for the job that it has done in educating the youth of the district. Test results reveal educational accomplishments that Springfieldians will certainly be proud to know about. It should dispel the fear of any who might have misinformation regarding the ability of the schools to teach the 3 R's.

Both publications are a splendid illustration of ways in which school districts may keep their patrons informed about educational needs and educational advancements.

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your girls and boys
make friends with a

**Thorndike -
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See how they respond to definitions they can understand... a pronunciation key they can use... help with reading, writing, spelling, and speaking programmed to fit their grade level and language needs.

Beginning Dictionary (Gr. 4)
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ART FOR MISSOURI

Ten Works of Art brought to the Schools of Missouri in the form of accurate reproductions made directly from the original works.



(Top Row—left to right): *The Lady Hawker*, Thursday Academy, Paris; *The Wounded Clown*, Rouault; *The Shrimp Girl*, Hogarth; *Houses at Honfleur*, Corot; *Oblique Progression*, Periera.

(Bottom Row—left to right): *St. Louis Airport*; *The Last Supper*, Da Vinci; "Little Hippo," Jules; *Sunflowers*, Van Gogh; *The Donkey*, Sintenis.

The pictures illustrated above have been selected by an Art Committee of Missouri for study in the elementary grades during the school year 1957-58. The prints average in size 7x9 inches and are reproduced in full color with the exception of the statuary and architectural subjects where color is not present in the original form. The prints are supplied with text especially written for this Missouri project. The price is \$3.00 per set for pictures and text. Order today.

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PUBLISH GEOGRAPHIC SCHOOL BULLETINS

To help spread geographic knowledge the "Geographic School Bulletins" are again being offered to teachers and students.

These bulletins make available accurate, readable text and lively challenging pictures. Nearly 150 separate articles will give new life and meaning to world events by providing a fascinating background of valuable information.

To subscribe write School Service Division, National Geographic Society, Washington 6, D. C. Subscription is \$1.25 for 30 issues, Oct. 7 through May 19.

TEACHERS SOLVE PLAYGROUND PROBLEM



One of the teachers at Fulton East School conducts playground activities under the system which the teachers set up to handle the playground duty problem.

A happy playground situation is essential to the whole growth of children. Sometimes it is difficult to get teachers to take the responsibility of playground duties. The twelve teachers at East School, Fulton, solved this problem.

Miss Warrenne Clatterbuck, a fifth grade teacher, was selected chairman of a committee of teachers who met with the elementary physical education director. They worked out a schedule whereby three of the twelve teachers are on the playground at both recesses and the noon hour. Organized games are played on Monday, Wednesday, and Friday. Tuesday and Thursday are days for free play.

A rotation of teachers makes it possible for all to have more free time than would otherwise be provided. With an enrollment of 300, it is necessary to have staggered recesses to enable the children to have ample playground space. Parents, pupils, and teachers are happy with this arrangement.—By Celeste Powell Cannell, Elementary School Supervisor, Fulton.

BUY LUNCHEON TICKETS BY NOVEMBER 3

The Department of Classroom Teachers of the Missouri State Teachers Association has announced the deadline for the purchase of luncheon tickets for the state convention meeting.

Tickets which must be purchased by November 3 may be ordered from Miss Lyda Nourse, 718 Kingsland Avenue, University City 5, Missouri. Price, \$3.50.

This popular function of the Classroom Teachers will be held in the Ivory Room of the Jefferson Hotel on November 7. The luncheon speaker will be Mr. Mark Ethridge, Jr., former newspaper editor, now living in Kentucky.

ENROLLMENTS IN MATHEMATICS AND SCIENCE INCREASES

Enrollments in mathematics and science for the first time in almost half a century are showing increases according to the U. S. Office of Education.

Despite the previous percentage declines the total number of students enrolled in these courses has increased steadily and is now the highest in the nation's history.

The percentage of public high-schools offering courses in chemistry or physics to 12th grade pupils rose from 77 percent in 1954 to 82 percent last year. Schools offering plane geometry courses to 10th grade pupils rose from 78 percent to 81 percent.

More than two million students in 1956 were enrolled in algebra.

What Is An Education?

An education is a living thing. It is not a portal or a doorway to a cold structure of masonry, wood, or metal. Neither is it a key, nor is it a school. Rather, Education is a companion and a sort of another "self" whom no misfortune can deter, no despotism enslave, and no enemy alienate. A companion who at home is a friend, abroad an introduction, in society an amenity, and who in solitude is comfort and conversation.

Education chastens vice, guides virtue, gives directions to genius, and government to the disorganized. Education is security in chaos, and she is solace in despair. In personal relations, she is intolerant of prejudice, and respectful of the individuality of others. If Education has another name, "Otherliness" is that name, for Education champions the oppressed and gives voice to the dumb, illiterate, and downtrodden. Education disrobes falsehood, and searches unceasingly for truth. Education costs mental anguish, and financial sacrifice, but in life's values she repays each cost a thousand-fold. By Robert H. Steinkellner.

TICKETS

Classroom
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MISSOURIANS ATTEND AUDIO VISUAL MEET

Three Missourians attended the third Lake Okoboji, Iowa Audio Visual Conference, August 26-31, sponsored by the National Education Association and the State University of Iowa along with other participants from 20 states.

Representatives from Missouri were Professor Rolland P. Schlieve, Director, Audio-Visual Center, Southeast Missouri State College, Cape Girardeau; Alberta Meyers, Consultant, St. Louis Audio-Visual Department, St. Louis Public Schools; and Paul Andereck, Affton Junior High School.

NORTH CENTRAL STUDIES NONACADEMIC PUPILS

"Better Education for Nonacademic Pupils," a study compiled by the North Central Association of Colleges and Secondary Schools which first appeared in the organization's April Quarterly, has been made available in booklet form.

It summarizes findings from sample highschools and includes recommendations of authorities and previous research material. It also contains suggestions for principals and teachers who work with nonacademic pupils.

Copies can be secured from Dr. Charles Boardman, Secretary of the North Central Association, University of Minnesota, Minneapolis, Minn. They are \$.25 each.

MAKE SCHOOLS MORE FLEXIBLE

"The function of education," according to a 72-page booklet **The Flexible School** now being distributed by the Department of Elementary School Principals of the National Education Association, "is no longer merely to transmit the culture of one generation to another. To serve a society in which change is a constant factor, our schools need to be flexible."

The biggest dilemma facing the administrator who would depart from an accepted formula, says the booklet, is this: While schools must keep pace with technological advances and changes in living, they cannot safely range very far from the credos, taboos, and timidiities of the communities they serve. Here, too, adds the booklet, the solution lies in flexibility. This includes flexibility of leadership, of personnel, of tools, and of curriculum.

To achieve this flexibility, suggests the booklet, the schools must shift from the "I know" approach to the "let's see" approach. They must put emphasis upon "experimentalism and exploration rather than upon unquestioned factual data."

Copies of **The Flexible School** may be obtained for \$1.25 from Department of Elementary School Principals, National Education Association, 1201 16th St., N. W., Washington, D. C.

PARENTS

(Continued from Page 29)

more about the courses their children were taking. The parents expressed the desire that this project become an annual event.

The comments made by students made us realize that considerable discussion went on at home before and after parents' night. They also felt the participation they had in the program helped make it a success.

The teachers were glad to meet the parents, particularly those they did not know, and consequently felt that such a program was well worthwhile.

DEATHS

MRS. EDNA BRIGGS

Mrs. Edna Briggs, primary teacher, Sweet Springs, passed away last June.

WALTER RULON

Walter Rulon, football coach and physical education teacher in the Clayton highschool for the past 14 years, died of a heart ailment August 19. He was 42.

ADA S. LESLIE

Ada S. Leslie, a retired teacher whose home was at Russellville, died Aug. 21.

CARSON BARLOW

Carson Barlow, 68, principal of the Neosho highschool since 1927, died the latter part of August in a Joplin hospital following a heart attack.

OSCAR KIMBROUGH

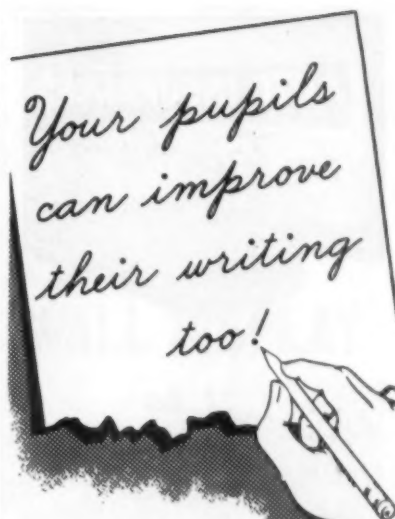
Oscar Kimbrough, 72, Henry County superintendent of schools for the past seven years, died of a heart ailment at his home in Clinton, Aug. 22. He is survived by his wife who is a special education teacher in the Clinton schools.

NELLIE SAMPSON

Nellie Sampson, a teacher of art in the William Chrisman highschool, Independence, for 33 years until 1954 when she retired, died Aug. 17.

MARY C. LUCY

Mary C. Lucy, an employee in the Poplar Bluff schools for 30 years and principal of Kinyon elementary school for the past 25 years, died in Barnes Hospital in St. Louis, March 14.



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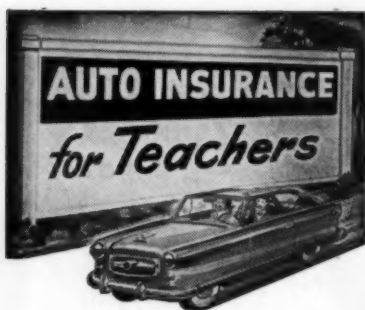
Examination copies and catalog giving prices and further information sent upon request to School Principals. Address Dept. M

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New Publications

The following publications of the National Education Association, 1201 Sixteenth St., N.W., Washington 6, D. C. may be obtained from the division indicated:

Elementary School Science: Research Theory and Practice, Association for Supervision and Curriculum Development, NEA, 77 p. \$1 per copy. This booklet brings together in concise form research findings, authoritative opinion and results of successful practice in science education in the elementary school.

100 Years in Business Education, United Business Education Association, NEA, 66p. \$2 per copy. Edited by UBEA President Theodore Woodward, this history of business education was issued on the occasion of the Centennial year of the NEA.

Federal Funds for Education, Fact vs. Fallacy (Revised), Legislative Commission, NEA, 6 p. Single copies and reasonable quantities, free. This booklet discusses, in question and answer form, commonly raised objections to federal aid for education.

Fit to Teach, American Association for Health, Physical Education, and Recreation, NEA, \$3.50 per copy. This yearbook for 1957 thoroughly discusses fitness of teachers and outlines personal, administrative, organizational, and community responsibilities for health maintenance. It takes up special problems in relation to the occupational stresses of teachers.

The Teachers Salary Committee and Its Work, Department of Classroom Teachers, NEA, \$1 per copy. Quantity discounts. A handbook of tested ideas for organizing and operating local salary committees, based on techniques and procedures which have been found effective.

Superior-Service Maximums in Teachers Salary Schedules, 1956-57, Research Division, NEA, 23 p. 25c per copy. Quantity discounts. A Special Memo which discusses provisions in salary schedules and gives available information by school district.

Guiding Principles for School Music Group Activities, Music Educators National Conference, NEA, 8 p. 25c per copy. Quantity discounts. Report of a joint committee representing the North Central Association of Colleges and Secondary Schools, the Contest and Activities Committee of the National Association of Secondary School Principals, and the Music Educators National Conference. Adopted by the NCACSC in 1957.

Sports Teaching Materials: Audio-Visual Resource List, Division for Girls and Women's Sports, American

Association for Health, Physical Education, and Recreation, NEA, 68 p. \$1.50 per copy. Catalog of audio-visual materials covering all activities from aquatics to winter sports. This is a revision of material formerly published by DGWS on 3x5 file cards.

Paper Folding for the Mathematics Class, National Council of Teachers of Mathematics, NEA, 36 p. 75c per copy. Quantity discounts. This booklet is designed to help mathematics teachers add excitement and interest in the classroom. Through illustrations the teacher is shown how paper folding not only simplifies learning, but also how it builds understanding and appreciation of the basic concepts of mathematics.

IMPORTANT EVENTS

OCTOBER

- 10 Northwest District Teachers Association Meeting, Maryville, Oct. 10-11, 1957.
- 10 Central District Teachers Association Meeting, Warrensburg, Oct. 10-11, 1957.
- 11 Department of Rural Education, NEA, National Conference, Denver Colo., Oct. 11-12, 1957.
- 11 Northeast District Teachers Association Meeting, Kirksville, Oct. 11, 1957.
- 13 County and Rural Area Superintendents National Conference, Denver, Colo., Oct. 13-16, 1957.
- 16 Southwest District Teachers Association Meeting, Springfield, Oct. 16-18, 1957.
- 17 South-Central District Teachers Association Meeting, Rolla, Oct. 17-18, 1957.
- 18 Southeast District Teachers Association Meeting, Cape Girardeau, Oct. 18, 1957.

NOVEMBER

- 6 Missouri State Teachers Association Annual Convention, St. Louis, Nov. 6-8, 1957.
- 10 American Education Week, Nov. 10-16, 1957.
- 11 American Public Health Association Annual Meeting, Cleveland, Ohio, Nov. 11-15, 1957.
- 17 Book Week, Nov. 17-23, 1957.
- 28 Annual Convention National Council for Social Studies, NEA, Pittsburgh, Pa., Nov. 28-30, 1957.
- 29 Central Association of Science and Mathematics Teachers Annual Convention, Congress Hotel, Chicago, Nov. 29-30, 1957.

JANUARY

- 31 South Central Regional Conference, Department of Classroom Teachers, NEA, Kansas City, Mo., Jan. 31, 1958.

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New Books

Health and Fitness, Third Edition, by Florence L. Meredith, Leslie W. Irwin, and Wesley M. Staton, D. C. Heath and Co., Boston, 1957. 450 pages. Price \$4.20.

The Elementary School Teacher at Work, by George C. Kyte, The Dryden Press, New York, 1957. 530 pages. Price \$5.25.

First Steps in Reading English, by C. M. Gibson and I. A. Richards, Pocket Books, Inc., 630 Fifth Ave., New York 20, N. Y., 1957. 164 pages. Price \$.35.

Working and Playing, Scribner social studies series, by Clyde B. Moore and Dorothy E. Cooke, Charles Scribner's Sons, New York, 1957. 128 pages. Price, \$2.16.

Visiting Our Neighbors, Scribner's social studies series, by Clyde B. Moore and Dorothy E. Cooke, Charles Scribner's Sons, New York, 1957. 160 pages. Price, \$2.28.

Building Our Town, Scribner social studies series, by Clyde B. Moore, Fred B. Painter, Gertrude M. Lewis, and Helen M. Carpenter, Charles Scribner's Sons, New York, 1957. 288 pages. Price, \$2.40.

Health Principles and Practice, by C. V. Langton and C. L. Anderson, The C. V. Mosby Company, St. Louis, 1957. 491 pages. Price, \$4.75.

Making Better Readers, by Ruth Strang and Dorothy Kendall Bracken, D. C. Heath and Co., Boston, Mass., 1957. 384 pages. Price, \$4.75.

Teaching the Disorderly Pupil in Elementary and Secondary School, by Norma E. Cutts and Nicholas Moseley, Longman's, Green and Co., Inc., 55 Fifth Ave., New York, 1957. 170 pages. Price, \$1.90.

Electricity and Electronics—Basic, by William B. Steinberg and Walter B. Ford, American Technical Society, 848 E. 58th St., Chicago 37, Ill., 1957. Price, \$4.50.

Oliver Twist by Charles Dickens, Pocket Books, Inc., 630 Fifth Ave., New York, N.Y., 1957. 457 pages. Price, \$.50.

The Tragedy of Othello, The Moor of Venice, by William Shakespeare, Pocket Books, Inc., 630 Fifth Ave., New York, N. Y., 1957. 129 pages. Price, \$.35.

The Language Arts in the Elementary School, by Ruth Strickland, D. C. Heath and Co., Boston, Mass., 1957. 464 pages. Price, \$5.50.

Our Country's History, by David Saville Muzzey, Ginn and Co., Boston, 1957. 710 pages. Price, \$4.72.

Living Chemistry, by Ahrens, Bush, and Easley, Ginn and Co., Boston, 1957. 582 pages. Price, \$5.28.

The Elementary School Child, A Book of Cases, by Cecil V. Millard and John W. M. Rothney, The Dryden Press, 31 W. 54th St., New York 19, N. Y., 1957. 660 pages. Price, \$4.90.

Getting the Most Out of High School, by Dr. Irving E. Scott, Oceana Publications, 80 4th Ave., New York 3, N. Y., 1957. 160 pages. Price, \$2.50.

Teachers Guide to Education in Later Childhood, published by California State Department of Education, Sacramento, 1957. 615 pages.

Kuni of the Cherokees, Grade level 4-6, by Faith Yingling Knoop, Harlow Publishing Company, Oklahoma City, Oklahoma, 1957. 230 pages. Price, \$2.16.

Greater Than Man, Social Learning Readers, by Pauline Hilliard and Marion Belt Nesbitt, Charles Scribner's Sons, New York, 1957. 46 pages. Price, \$1.40.

World Geography, Revised Edition, by John Hodgdon Bradley, Ginn and Company, Boston, 1957. 584 pages. Price, \$4.80.

Biology, by Elsbeth Kroeber, Walter H. Wolff and Richard L. Weaver, D. C. Heath and Co., Boston, 1957. 608 pages. Price, \$4.68.

DIRECTORY APPROVES COUNSELING AGENCIES

The agencies listed in the "1956 Directory of Counseling Agencies" have been examined by the Professional Practices Committee for adherence to the minimum standards for counseling services adopted by the American Personnel and Guidance Association.

The directory is available from the American Personnel and Guidance Association, 1534 "O" St., N.W., Washington 5, D.C. for \$1.00.

THREE TEACHERS HONORED

Three teachers in the Glenridge school of Clayton were recently honored at a dinner held in the Clayton highschool auditorium.

Honored at the occasion were Miss Zelma Dunn, eighth grade teacher who has taught in the Clayton system 33 years; Perry Henderson, principal, 30 years; and Miss Edna Strong, first grade teacher, 37 years.

Highlight of the event was a program skit given by members of the PTA of Glenridge.

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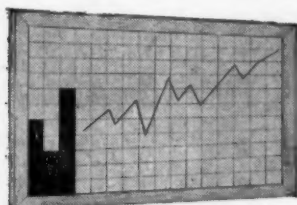
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Clinics Urged For Polio Vaccination

Recent polio vaccination programs in schools have done a great deal to protect children against this disease, but vaccination coverage in Missouri varies greatly from community to community within a single county. The Division of Health of Missouri has set a goal of 3 injections for 85% of the population under age 20. An actual survey of the vaccination status (0, 1, 2, or 3 injections) of a suitable number of individuals in your community will give the best index of the vaccination needs. School clinic programs should emphasize the availability of vaccination to preschoolers and to those age 15 through 19 because these are generally the most neglected groups.

The federal government has made funds available for the purchase of polio vaccine, and the Division of Health will continue to supply such vaccine (through local and district health offices) for the next several months. Schools and PTA groups can be instrumental in the effective use of this vaccine during the present school year. The Missouri Division of Health urges you to relay the following information and suggestions to your local organizations, along with whatever other ideas you deem appropriate. This is an appropriate time to organize and carry out polio vaccination programs because a national promotional and educational campaign is scheduled to be carried out this fall.

Polio vaccine purchased by the Division of Health with federal funds will be supplied through local and district health offices for administration to anyone under age 20 (the usual minimum age is six months) and to pregnant women. Each inoculation must be recorded on a record card to be supplied with the vaccine, and this record must be returned to the office from which the vaccine was obtained.

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No charge may be made for vac-
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In implementing a community
polio vaccination program, one of
the first steps should be consulta-
tion with your physician or phy-
sicians. In many areas physicians
have contributed a great deal in
the past two years to free clinics.
Although no charge may be made
for inoculations in clinics, it may
be possible to secure sufficient
funds locally to compensate the
physician, at least in part.

In planning community vaccina-
tion programs for this fall and win-
ter, due consideration should be
given to previous programs and to
the people who were responsible
for them. Best results will be
achieved if all interested local or-
ganizations are invited to partic-
ipate.

If polio vaccination coverage in
your community is not adequate,
let's get the job done while free
vaccine is still available. For fur-
ther information or assistance write
or call your local health depart-
ment, nursing service, district
health office, or the Missouri Di-
vision of Health, Jefferson City,
Missouri.

District Health Office #1, 123
West 3rd Street, Cameron, Mo.

District Health Office #2, Jeffer-
son Hotel Building, Macon, Mo.

District Health Office #3, Di-
vision of Health, Sedalia, Mo.

District Health Office #4, 407
Cedar, Washington, Mo.

District Health Office #5, 600 S.
National Springfield, Mo.

District Health Office #6, 113
N. "B", Poplar Bluff, Mo.

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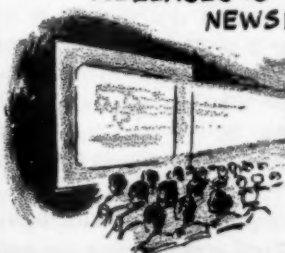
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KSLH

(Continued from Page 13)

bluff above the river. The KSLH beam there is strong. A town in a valley might not be so lucky. However, most schools are high enough for an outdoor antenna on the roof to receive satisfactorily."

We asked Mr. Vogel if a TV antenna could serve as a radio antenna as well. He assured us that a place which can get television signals from St. Louis, can get KSLH, too, simply by connecting the TV antenna to the radio receiver. So educational radio has become a real possibility for many towns in Missouri and Illinois which have never enjoyed it before.

As long ago as 1951 a gentleman from Kell, Ill., 79 miles from St. Louis, wrote to the station to tell how much he enjoyed programs and to mention, in particular, that *Music of the Mississippi* had set him to reminiscing about songs he learned as a boy from a Civil War veteran who had marched with Sherman to the Sea. "Note, your recorder is very good—no noise," he added. Ever since that time Mr. Vogel had been anxious to get on the road with his field strength meter. But he has yet to check beyond the 90 mile radius, although one report came from a listener 200 miles away in Kentucky who told of receiving a healthy KSLH signal. "I'm curious about other points in the 200 mile zone," Mr. Vogel says, "but it's just a bit too big to cover."

Fragile Giant

(Continued from Page 15)

a jaundiced eye on the fellows who become serious in their courtship.

In every community there is a nucleus of people concerned about the vitality of public education. They may be united in some formal sense or only in spirit. They must be brave enough to hunt bear with a buggy whip. They must narrow the gap between consent and support to enable this read-

justment of purpose to occur in each local school. These laymen are more than "out-riders," self-appointed to look for attackers or selected to scout for the superintendent. They are the heaven—the mental and spiritual motion in local life.

Now second, the professional educator has a job to do if his school and his community are to complement and serve each other. Chiefly he must recognize the close kinship of developing individuals and developing communities—the part as to its whole. The ivory tower is not an architectural achievement which fits only "hot-house" colleges. Today the dome is visible on many high-schools.

The relationships between teaching principles of personal health and working in a community-wide effort to improve sanitation and sewerage are quite real. Studying social problems is nice and innocuous unless these ideas are related to local, county, or state problems. Dry bones provide so little mental nourishment. Your local community is a pulsing, throbbing town into which 50% of the high school graduates will be thrust and remain throughout life. Its teaching materials are everywhere, in its public and private social agencies staffed with trained people, its streets where city favor or disregard can be subtly seen. Why expose the learner to so limited and passive a curriculum when within a stone's throw of his desk are the expensive avenues of living where the passive is ridiculous and only the active is worthy of respect?

These two things must be understood if we are to enliven the public school. First, instead of nodding consent, we must substitute strong support for a school which serves its students and its community. Second, we must realize that helping individuals to grow and helping communities to mature are inseparable tasks.

The public school must be thus awakened and told to cease worry-

ing about chronic disorders, and to get out and overcome its psychosomatic tendencies by the energizing effect which only comes through relating ideas to action. And action is right down your street!

Divided City

(Continued from Page 10)

from Ford Foundation funds has a student enrollment of about 9,000 and is now one of Germany's leading universities. Many of its students have come from the Soviet Zone as they wished to study in a free atmosphere. The American Memorial Library, another gift to Berlin, built in 1954 is located near the Soviet Sector border and is the most modern of its kind in Europe. This cultural center serves not only West Berliners but thousands from East Berlin come here to read and study.

Then there is the American House, a U. S. Information Center, which is maintained primarily to portray the "democratic way of life" to the Germans. Since it was established in 1949 over 11,000,000 East and West Berliners have visited here anxious to know more about democracy and America. In connection with the dissemination of information the U. S. also operates in Berlin a radio station called RIAS. It is estimated to have over 16,000,000 listeners everyday. Its primary purpose is to inform the East Berliners and East Germans about the true developments in the West.

Freedom Bell Rings

Another American gesture of friendship and help to Berlin is the Freedom Bell donated in 1954 and now housed in the Schoenberg Townhall, seat of the West Berlin Government. This bell was a gift to the Berliners for their heroic stand against the Soviet Blockade of their city in 1948-49. Today this bell rings everyday at noon as a solemn reminder that the fight for democracy must continue and never relax.

Perhaps one of the most saddening and yet inspiring experiences is to visit one of the 55 refugee camps in West Berlin. West Berlin now offers the only crack in the Iron Curtain through which refugees can reach western Europe. Through this tiny crack stream on an average of 300 to 400 refugees daily. In September, 1956, the Refugee Reception Center reported its millionth person to flee from Communist East Germany since 1949. The Germans are doing a wonderful job in taking care of these refugees. They are housed, fed, and given temporary quarters until they can establish themselves or receive transportation to the West. No one after visiting one of these refugee people can ever again take his liberty and freedom lightly.

Another extremely sad experience is to travel through East Berlin, Soviet Sector, where one sees many propaganda signs condemning NATO and Militarisms of the Western Powers, but where the German people still live among the ruins of the last war, little rebuilding being done as compared to West Berlin. In the East sector foods are still rationed, and leading stores have poor quality but high priced merchandise. It is very depressing. And at sector borders between East and West Berlin Communist police stop every car and many people with packages to see if there is smuggling of merchandise across the border.

West Berlin is indeed a fantastic city, unique in its position as an outpost of democracy, and the only place in western Europe where one can daily see the contrast between Communism and the "democratic way of life." To live in Berlin and to come to know the amazing spirit of the Berliners and to see a charming beautiful city miraculously emerge from its desolate war ruins is to renew one's faith in mankind. Teaching here is truly an unforgettable experience in a fantastic city!

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Interpreting Educational Needs

THERE has never been a time when competition for the public's attention was as spirited as it is at the present.

Commercial interests are parading their services and products. Organizations and clubs are heralding their programs.

Unless all educators step up the tempo regarding information and needs of schools we are likely to find the parade will have passed by and attention will be focused on less important matters.

Among the several factors that have contributed to the competitive era in which we live are the many mediums of communications and the high level of literacy of our people. There was a day when it took a long time for "a shot to be heard around the world." Today, in a fraction of a minute, modern communications will circle the globe.

There is no escaping the fact that educational progress is dependent upon a public that must be both sympathetic and active in its support. How to get the public's eye and ear to receive messages of educational importance is the problem.

To reach a large block of our population in a positive way with our problems of teacher shortage, overcrowded classrooms and low salaries there is still no substitute for a teacher who does an excellent job of teaching.

Good public relations and interpretation of school needs actually start in the classroom. We must always work to secure highly qualified and competent teachers.

Citizens with children in school are only a part of the public that makes or breaks educational programs. About 50% of the population has no children in school. Some of this group are young and some are old. The number of elderly people is increasing rapidly and will continue to do so. Ways and means must not be overlooked to reach grandpa and grandma. Their ballots count just as much as those of others.

People can be classified into three groups: (1) Informed, (2) Uninformed and (3) Misinformed.

Have you asked yourself the question—Who spreads information about the schools? Experts studying the field tell us most of the news about schools is pedaled by those other than the informed. Is it any wonder educators have problems establishing needed curricula, providing for extra-class activities voting levies for teachers' salaries and erecting class rooms?

In the typical community how many friends do the schools have? Recent surveys indicate 15% of the population of the community are informed friends of the school. Another 30% is very friendly but not informed. They are the good hearts—the trusting souls.

The percentage of people having no opinion—not informed—may run from 33⅓ to 50 per cent. The figure tends to run higher in larger cities. About 10% of our citizens are really critical of our schools. These people are well informed. If this latter group should ever get the ear of the group mentioned above it will be a sad day for our children.

A solid understanding of school problems must be built beginning at the local level but also including the state and national if advancement is to be made. At the local level begin to create better understanding where it counts most with the school staff. People who have had impressions of their schools frequently get their information from the school employee service staff—the custodian, nurse and bus driver.

If people are to communicate facts instead of conclusions, administrators and teachers must make it easy for people to get the facts.

Faculty members must interpret correctly the local school situation. To supplement local information your Missouri State Teachers Association has available the state picture. Always use the results of state-wide surveys and publications such as *Facts About the Financial Needs of Missouri's Public Schools*.

Your MSTA has many fine films and recordings that are available to help do this important job of mass communication. Be sure that full use is made of these with lay groups and over radio and TV stations.

Your state association is continuously making correct information available to the press. Speakers are also available.

At the national level your National Education Association is working closely with magazines of national circulation giving writers basic material for helpful articles. Many fine materials and publications are available from the National School Public Relations Association, 1201 Sixteenth Street, N.W., Washington 6, D. C. Also, your NEA is beginning to launch a greatly expanded program of information services in keeping with the increase in NEA dues.

Interpret school facts. If people are to act intelligently in providing funds to operate public schools they must know the needs and the solution.

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